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The Information Database on Education Systems in Europe

The Education System in the Czech Republic

2007/08

European Commission

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1. POLITICAL, SOCIAL AND ECONOMIC BACKGROUND AND TRENDS

The Czech Republic is a small highly developed country located in the centre of Europe. It has a long industrial tradition and highly decentralised administration. The citizens are language homogenous, the ethnic minorities are small, and immigration is weak. The number of people practising religions is lowest in Europe. The country has an exceptionally long tradition in education attained by all social classes.

1.1. Historical Overview

The existence of the Czech State dates back to the early Middle Ages. The Czech lands became a kingdom in the 13th century and its significance peaked in the 14th century under the rule of Charles IV, the Czech king and Roman emperor. He established a university in the capital Prague in 1348 that was the first institution of higher education north of the Alps. After 1620 the Czech lands became part of the Austrian and after 1867 the Austro-Hungarian monarchy. After its demise in 1918 Czechoslovakia was established uniting the Czech territory and that of Hungary inhabited by Slovaks and Ruthenians using a similar language. In the 20s and 30s Czechoslovakia belonged to the ten most developed countries in the world with its efficient industry and high standards of education. After Hitler's occupation of the country in 1938, Czechoslovakia was split into the Protectorate of Bohemia and Moravia and the Slovak state. It was restored after the war ended in 1945. Its far Eastern part, Transcarpathian Ukraine was annexed by the Soviet Union.

The events leading to WWII and the war itself strengthened the leftist orientation of a significant part of the population. The nationalisation of mines, key industries, banks and insurance companies in October 1945 concerned more than 60% of the economy. The Communist party won the 1946 parliamentary elections in Bohemia, giving rise to a government crisis in 1948 and took power. This resulted in a change of regime and brought the country under Soviet influence. The entire economy was nationalised and, to a great extent, run to meet the needs of the Soviet bloc. The state administration became entirely centralised and de facto subjected to the Communist party. Marxism-Leninism became the only official ideology penetrating, as well as other area, all levels of education. The liberalisation of the regime in the late 60s was short lived and was followed by 20 years of relative – though distorted – economic prosperity accompanied by an ideological morass.

The end of 1989 saw the fall of the regime. Free parliamentary elections in June 1990 confirmed the course of democratic development. The unitary state was federalised and changed its name to the Czech and Slovak Federative Republic. Radical and speedy transition from a centrally administered economy to a market economy was less acceptable for Slovakia. This process was accompanied by the crystallisation of political entities in both countries, in Slovakia often marked by efforts to achieve national independence. After the 1992 election in which parties with incompatible policies won in the two parts of the federation, the split of the Czechoslovak state and the emergence of two independent states – the Czech Republic and Slovakia – was inevitable (from 1 January 1993).

The Constitution of the Czech Republic was passed 16 December 1992.

The State administration was in relatively high degree centralised. The execution of central administration was in certain cases delegated to district authorities, which were 78. The basic territorial self-government units were and remain municipalities, which assume some transferred administrative competences.

In 1997 the process of decentralisation started. In December 1997 14 higher territorial self-government units were established – regions – effective from 1st January 2000. Regions undertook their responsibilities on the day of the elections to the regional councils in particular spheres step by step from 1st January 2001 to 31 December 2003. The activities of district authorities were terminated by 31 December 2002 and their administrative responsibilities were transferred to regions or

municipalities.

At the beginning (after 1993) the political orientation of the country was right wing. The right wing Civic Democratic Party (ODS) was leading the country. After the elections in 1998 the Czech Social Democratic Party got to the head, which also composed the government after the elections in 2002.

After the June 2006 elections the position of the main political parties was as follows: Civic Democratic Party (35.38%), Czech Social Democratic Party (32.32%), Communist Party of Bohemia and Moravia (12.81%), Christian and Democratic Union – Czechoslovak People's Party (7.22%) and Green Party (6.29%). The government was composed of the Civic Democratic Party, Christian and Democratic Union – Czechoslovak People's Party and Green Party. Thus the deputies of the parties in power have an equal number of votes as the opposition.

Political development is marked by efforts to achieve formal as well as real integration of the country into the European structures. On 22 February 1993 the Czech Republic became member of the Unesco, 30 June 1993 member of the Council of Europe; it gained membership of the OECD on 21 December 1995. The Europe Agreement came into force on 1 February 1995 establishing an association between the Czech Republic and the European Communities, in January the Czech Republic applied for membership. In March 1998 the negotiations on membership conditions started, they were completed at the Copenhagen summit in 2002. The Accession Treaty was signed 10 April 2003, in June 2003 it was ratified by the referendum (it was the first referendum in the history of the Czech Republic). In the first half of 2009 the Czech Republic will preside over the European Union. In April 1998 the Czech Parliament approved the Czech Republic's membership in NATO.

Legislation: The Europe agreement establishing an association between the European Communities and their member states, on the one side, and the Czech Republic, on the other side

Bibliography: Vše podstatné z českých dějin

1.2. Main Executive and Legislative Bodies

The Constitution describes the Czech Republic as a sovereign; unitary and democratic state where the rule of law applies and where the people are the source of all state power. It is implemented through legislative, executive and judiciary bodies. Part of the constitutional order of the Czech Republic is the Charter of Fundamental Rights and Freedoms.

The public administration is provided by central state administration and territorial self – government, its role increased remarkably as a result of decentralisation in 2001-2003.

Legislation: Resolution of the Cabinet of the Czech National Council on promulgation of the Declaration of basic human rights and freedoms
Legislation: The Constitution of the Czech Republic

1.2.1. The legislative branch

Legislative authority in the Czech Republic belongs to Parliament formed by two chambers, the Chamber of Deputies and the Senate. The Chamber of Deputies consists of 200 members of Parliament who are elected for a four-year term of office. The Senate consists of 81 senators elected for a six-year term of office. One third of senators are elected every two years.

Every citizen of the Czech Republic aged 18 or more has the right to vote. Members are elected through a secret ballot based on a general, equal and direct suffrage: to the Lower House using the proportional representation system, to the Senate using the simple majority system.

Both chambers set up committees and commissions as their own bodies. In the Chamber of Deputies the education sector is represented by the Committee for Science, Education, Culture, Youth and Sports, and in the Senate by the Committee for Education, Science, Culture, Human Rights and Petitions.

A deputy, a group of deputies, the Senate, the Cabinet and a regional assembly may initiate new legislation. A bill is submitted to the Cabinet for comments, passed by the Chamber of Deputies and then by the Senate.

1.2.2. The executive branch

The executive performs: the President and the Cabinet. These bodies fulfil their role with a division of powers.

The President is head of state and is elected at a joint session of both chambers of Parliament for a five-year term of office. The President performs the role of head of state and represents the state externally. He or she is not accountable to anybody for his/her activities. The Cabinet, however, is responsible for his/her decisions. The President appoints and dismisses the Prime Minister and Cabinet members.

The Cabinet is the supreme executive authority and is accountable to the Chamber of Deputies. The executive bodies also include, apart from the Cabinet, ministries and other administrative bodies. These may be set up and their function defined only by law.

Ministry of Education, Youth and Sports is responsible for the concept, state of art and development of the education system. The organising bodies of schools in other sectors are the Ministry of Defence, Ministry of Justice and Ministry of Interior. In the social matters, labour market and career guidance the Ministry of Education co-operates with the Ministry of Social Affairs. In the health education the Ministry of Education co-operates with the Ministry of Health.

Legislation: Act on the establishment of ministries and other bodies of the administration of the Czech Socialist Republic

1.2.3. Territorial administration and self-government

The Czech Republic is divided into municipalities that are the basic territorial self-government units, and regions that are the higher territorial self-government units. Municipality is always a part of a region.

Territorial self-government units are public corporations with their own properties administered by elected bodies for a four-year term of office. They care for overall development of their territory and for the needs of their citizens, in performing their tasks they preserve public interest.

In some cases, laid down by the law, the execution of state administration can be delegated to self – governing bodies. The law sets when the self – governing units are also the administration districts.

The municipalities and regions have a double sphere of authority on their territory – independent for allocated responsibilities, education among others, and delegated for the execution of state administration.

Municipality

The Municipality is administered by a board of representatives headed by a mayor (starosta) elected from the board's members. Other bodies are municipal council (rada obce), municipal authority (obecní úřad) and special municipal bodies. If a municipality is a statutory town, it is headed by the mayor (primátor) and municipal authority is called magistrát. The city can be divided into smaller territories – the city districts that are also administered by self-government headed by a starosta.

The municipal council is an executive body with independent responsibilities; it is responsible to the board of representatives. The municipality can establish legal entities and organisation units.

In the sphere of transferred responsibilities the municipal council can make decision only if a law states it. The municipality executes the transferred responsibilities in its administration district or in the district

composed from several neighbouring municipalities established by a special law. For special agendas, commissioned municipal authorities (pověřené obecní úřady) were constituted. For other agendas, education among them, municipalities with extended competences (obce s rozšířenou působností) were constituted, their authorities execute transferred responsibilities in their districts.

The municipal authority consists of mayor, deputy, secretary of the municipal authority if the function is established, and the employees.

The municipal council can establish as its initiative and counselling bodies the commissions. The commissions submit their statements and proposals to the municipal council. Commissions are the executive bodies if the transferred responsibilities were entrusted to them.

Region

Region is administered by a board of representatives, headed by a governor (hejtman) elected from its members. Other bodies are a regional council, regional authority and special regional boards. One of them is a regional council for human resources development composed of representatives of regional self-government and social partners.

The regional council is an executive body with independent responsibilities, responsible to the board of representatives. Regional council makes decision in the sphere of transferred responsibilities if it is stated by law.

The regional authority executes the transferred responsibilities with the exception of matters that are delegated by law to the boards of representatives and to the council or to a special body. It is headed by a director, who is the employee of the region. The regional authority is divided into departments and units. The regional authority with transferred responsibilities executes among others supervision of the independent and transferred performance of municipalities.

The board of representatives can establish as its initiative and counselling bodies the committees. It always establishes the committee for education and employment.

The regional council establishes as its initiative and counselling bodies the commissions.

In the execution of transferred responsibilities, the bodies of territorial self-government are responsible to the relevant ministry.

For the central, regional and municipal administration in education please refer to the chapter 2.6..

Legislation: Act on regions (regions' constitution)
Legislation: Constitutional Act on creation of higher territorial autonomous units
Legislation: Law on municipalities (municipalities' constitution)

1.3. Religions

The State is denominationally neutral` this means that there is no official religion. The freedom of religion is granted and everybody has the right to express his/her religion or belief.

The number of people practising religions – traditionally low – after a short period of increase after 1989 – has decreased further. On 2001 census more than a half of inhabitants declared themselves undenominational, less than one third as believers and 10% did not answer the question.

Due to historical developments (the reformation movement at the beginning of the 15th century, the strong counter-reformation associated with the arrival of the Habsburg dynasty and resulting in forcible massive re-catholicisation (1627), the Roman Catholic Church, evangelical denominations are biggest. 21 churches and religious societies are registered, some denominations exist without a registration (Moslems). The condition for church registration used to be 10 000 followers, since 2002 it is 300 adult followers.

Schools have opened up to religious influences both in curriculum (re-introduction of religion as a subject, and the introduction of information on churches into history and civic education), and in

organisation (establishment of denominational schools, abolishing quantitative restrictions on theological studies) only after 1989.

Law stipulates provisions concerning religious education at public schools.

Legislation: Resolution of the Cabinet of the Czech National Council on promulgation of the Declaration of basic human rights and freedoms
Legislation: Act on freedom of religious persuasion and status of churches and religious communities (Act on churches and religious communities)
Legislation: The Constitution of the Czech Republic

1.4. Official and Minority Languages

The official language is Czech that belongs to the western Slavic family of languages. Regional dialects do not possess the status of a language, groups of people using dialects are small and therefore dialect is not a problem in schools.

Declaration of the national minority and use of the related rights are the subject of free choice of the people.

Traditional national minorities include Slovaks, Poles and Germans. Moravians and Silesians speak Czech.

Romanies represent an ethnic minority. Their precise number cannot be defined as it depends on whether they declare themselves to be Romanies or not. The official 1991 census put it at about one tenth of qualified estimate. In 2001 census the number is one third compared to the previous census.

Due to low numbers and lack of concentration of these minorities their right to be educated in their language is organised by the public administration only for the Polish minority in the north of Moravia – from a mateřské školy (24) to základní školy (22) and střední školy (3).

No interest has been expressed in education in Slovak, the reason probably being the close similarity of both languages and cultures.

In general, the mother tongue of Romanies is not the Roma language, but more likely Czech or Slovak. The teaching of Roma language, history and culture was introduced as non-obligatory for Roma children and other interested people. To bridge the gap in the knowledge of teaching language and for better socialisation of pupils apart from pre-primary education in mateřské školy preparatory classes are established in základní školy (see 3.). They are not intended for Romanies only, but aim at eliminating these problems in all children from socially and culturally disadvantaged backgrounds. The Romany community, however, has so far expressed little interest in such assistance.

The right to be educated in the minority language can be realised by a private school. This is the case of Hebrew minority that has one základní škola and one gymnázium.

Children of foreigners are integrated into classes without a language preparation (for more information see 10.7.). For number of foreigners at Czech schools see 11.7.

Some children of foreigners (and the Czech children also) attend English or French schools existing on the Czech territory (mainly in Prague) with the statutes of international schools.

A framework convention on the protection of rights of national minorities was signed in February and ratified in April 1995; the corresponding law was signed in 2001. Since 1999 an Advisory Group for Minorities Education has worked at the Ministry of Education, Youth and Sports.

For more information on immigrants see 10.7.

Legislation: Act on rights of racial minorities members and amending some Acts

1.5. Demographic Situation

The Czech Republic has an area of 78,866 sq. km. Number of population is 10.381 130 (2007).

The country is characterised by a high number of mostly small municipalities and a relatively balanced distribution of population. The capital (Prague) has 1.212.000 inhabitants and there are 4 other cities with a population exceeding 100 thousand (see 1.7.1.).

The demographic development in the post-war period has lacked a regular pattern. This was caused, to a great extent, by government measures aimed at increasing the birth rate, above all by extending the length of the maternity leave period. The age structure of population by school quotas is in 1.7.2.

Such irregularity in demographic development would cause capacity problems in education and explains why participation at particular levels of education described as a percentage of population shows significant differences. After 1989 the demographic processes were brought into line with the West European pattern: the birth rate has fallen, the age of marriage has risen, and life expectancy has increased. The number of children in the compulsory education age has been decreasing and the decrease has been even more distinct after the year 2000. The most pronounced decrease now is at the lower secondary level. Upper secondary education population decreased in 1995-2006 by 24%. Typical age cohort for tertiary education is 19-23 years, it started to decrease in 1998, and the decrease has slowed down after 2003. The age cohort of 3-5 years relevant to the mateřská škola started to increase in 2004.

The proportion of foreigners living in the Czech Republic more than 1 year was 2.52% in 2005 of the CR's population. Vietnamese, Ukrainians, Slovaks, and Russians are the most numerous ones.

1.6. Economic Situation

The economy shows stability and in 2007 also the most rapid growth in the Czech history.

In 2007 GDP per capita reaches in conversion into Purchasing Power Parities about 82% of the EU-27 average.

The growth rate between 2005 and 2006 accelerated to 6.14%, in 2007 it reached 6.5%. The overall growth is caused mainly by a household consumption as a result of nominal wages increase. In consequence of a very low inflation even the real wages increased, in 2004-2006 by 3.2-3.9% a year.

About 60% of inhabitants in age cohort 15+ and nearly 70% in age cohort 15-64 is economically active (see 1.7.7.). With the increasing educational attainment the age of entrance into employment is higher. In 1995 the retirement age (age necessary for claiming the old-age pension) was 60 for men and 57-53 for women (depending on the number of bred children). Since that year till 2012 the retirement age will gradually increase so that in 2016 the retirement age will be 63 years for men and in 2019 63-59 years for women.

Employment is increasing in the last three years. In 2007 the employment rate in the age cohort 15-64 was 66.5%. The changes of sectoral structure of employment are not important, a marked decrease was in agriculture in benefit of services; industry keeps the 40% rate.

In 2007 the number of unemployed people was lowest in the last ten years. The employment rate decreased to 6.6%. There are big differences between regions. The unemployment rate is in general influenced by the sex, age and the level of education achieved (see 1.7.8., 1.7.9. and 1.7.10.).

The State budget shows an increasing deficit caused by the increase in social expenditure, which to a large extent is mandatory (pension). Further expenditures result from an effort to approach the standards of the EU countries in infrastructure and ecology and to approach the policies and institutional framework of the EU. Therefore the Government resulting from the elections in 2006 prepared for the years 2007-2010 an extensive substantial reform of public financing.

Entire control of public funding has always an unfavourable impact on education. This was the situation in 1997, when a deep decrease in educational expenses occurred. The situation ameliorated in 1999. The level of financing of education was highest in 1996 and has not been exceeded since. The same is valid for the share of education on the GDP, which in 2004-2006 was around 4.5%. For funding of education see chapter 2.8., macroeconomic data on education see 2.9.3., 2.9.4. and 2.9.5..

Legislation: Act on pension insurance
Legislation: Act on budgetary rules and amending some related Acts (budgetary rules)
Legislation: Act on the state budget of the Czech Republic for 2007

1.7. Statistics

Please refer to the subdivision for more details.

Bibliography: Education at a Glance 2007 OECD Indicators
Bibliography: Statistická ročenka České republiky 2007

Institutions: Czech Statistical Office

1.7.1. Basic data on population

Basic data on population

Indicator	2003	2004	2005	2006	2007	2008
Mid-year population	10 201 651	10 206 923	10 234 092	10 266 646	10 322 689	10 381 130*
Density of population per km2 (1 January)	129	130	130	130	130	132
Number of municipalities (1 January)	6 249	6 249	6 248	6 248	6 249	6 249
Number of towns (1 January)	526	526	527	529	559	587
From them more than 1 mil. of inhabitants	1	1	1	1	1	1
More than 10 000 inhabitants	131	131	131	131	132	133

Source: Czech Statistical Office

1.7.2. Distribution of the population by age

Distribution of the population by age

Population	1996*	2001**	2003***	2005***	2006***	2007***
Total	10 309 137	10 206 436	10 211 455	10 251 079	10 287 189	10 381 130
0-2	291 210	267 614	278 021	294 241	306 197	323 563
3-5	369 042	268 331	267 143	274 423	279 069	286 278
6-10	641 980	570 002	502 498	454 532	448 716	451 634
11-15	681 607	647 503	638 505	608 244	574 416	537 475
16-19	669 698	542 870	532 349	523 410	522 363	524 400
20-24	894 289	809 490	740 059	698 533	694 953	699 734
25-39	2 058056	2 280 462	2 368 331	2 419 624	2 440 842	2 484 775
40-59	2 846 148	2 915 133	2 913 324	2 923 692	2 897 205	2 876 200
60+	1 857 107	1 905 031	1 971 225	2 054 380	2 123 428	2 197 071

* Czech Statistical Office, 1998.

** Czech Statistical Office 2003. (Results of the Population and Housing Census 2001.)

*** Czech Statistical Office: 31 December of a given year.

1.7.3. Vital statistics

Vital statistics

	2003	2004	2005	2006	2007
Life expectancy of men at birth	72.03	72.55	72.88	73.45	73.67
women	78.51	79.04	79.10	79.67	79.90
Live birth*s	9.2	9.6	10.0	10.3	11.1
Deaths*	10.9	10.5	10.5	10.2	10.1
Natural increase*	-1.7	-0.9	-0.6	0.1	1.0
Net migration*	2.5	1.8	3.5	3.4	8.1
Total increase*	0.8	0.9	3.0	3.5	9.1

Source: Czech Statistical Office

* Per 1000 inhabitants.

** Preliminary date.

1.7.4. Education attainment by age groups

Percentage of the population that has attained a specific level of education by age group in % (2005)

Age group	At least upper secondary education	Tertiary education**
25-64	90	13
25-34	94	14
35-44	93	14
45-54	88	13
55-64	83	11

Source: Education at a Glance 2007

* At least ISCED 3 (i.e. střední vzdělání s výučním listem or střední vzdělání s maturitní zkouškou

** Vyšší odborné vzdělání (ISCED 5B) and higher education (ISCED 5A, ISCED 6).

Glossary terms used in the table: střední vzdělání s výučním listem, střední vzdělání s maturitní zkouškou, vyšší odborné vzdělání

1.7.5. Macroeconomic indicators

Macroeconomic indicators

	2001	2002	2003	2004	2005	2006	2007
GDP in billions CZK, current prices	2 352.2	2 464.4	2 577.1	2 814.8	2 987.7	3 231.6	3 557.7
GDP per capita in CZK	230 064	241 593	252 617	275 770	291 938	314 765	344 644
Rate of growth of GDP in %	2.5	1.9	3.6	4.5	6.4	6.4	6.5
Inflation rate	4.7	1.8	0.1	2.8	1.9	2.5	2.8
Average monthly gross wage in CZK*	15 248	16 363	17 443	19 591	20 855	20 844	22 384

Source: Czech Statistical Office

* Average gross monthly wage per FTE person. Excluded are persons performing public office, such as members of Parliament, senators, full-time councillors at all levels, judges, etc. The wages are wages charged for payment in the period given.

1.7.6. Branch structure of employment

Branch structure of employment in %

	2000	2001	2002	2004	2005	2006	2007*
Industry	40.0	40.4	40.1	37.8	39.6	40.1	40.3
Agriculture	5.1	4.8	4.9	4.0	4.0	3.8	3.6
Services	54.9	54.8	55.0	58.3	56.4	56.1	56.1

Source: Czech Statistical Office

Note: Regular members of the armed forces not included.

1.7.7. Economic activity rate

Economic activity rate in per cent – population aged 15+

Year	2000	2001	2002	2003	2004	2005	2006	2007*
Total	60.4	60.0	59.8	59.4	59.2	59.4	59.3	58.8
Men	69.8	69.4	69.3	68.7	68.4	68.7	68.6	68.3
Women	51.6	51.3	50.9	50.8	50.5	54.7	50.5	49.8

Source: Czech Statistical Office

1.7.8. Unemployment rate

Unemployment rate in per cent – population aged 15+

Year	2000	2001	2002	2003	2004	2005	2006	2007*
Total	8.8	8.1	7.3	7.8	8.3	7.9	7.1	5.3
Men	7.3	6.7	5.9	6.1	7.0	6.5	5.8	4.2
Women	10.6	9.9	9.0	9.9	9.9	9.8	8.8	6.7

Source: Czech Statistical Office

1.7.9. Specific unemployment rates by highest educational attainment

Specific unemployment rates by highest educational attainment in %

	2003			2004			2005			2006			2007****		
Level of education (ISCED)	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women
Compulsory and without education (0-2)	22.5	24.6	20.8	23.7	18.8	21.1	26.7	30.0	24.0	24.5	26.2	23.2	20.1	21.1	19.3
Secondary without maturitní zkouška (3C)*	8.4	6.2	7.8	6.0	11.1	12.6	8.9	6.8	12.9	7.7	6.1	10.7	5.9	4.3	8.9
Secondary with maturitní zkouška (3A+4)**	5.6	4.2	5.1	3.7	6.3	6.8	5.1	3.9	6.2	4.9	3.5	6.1	3.3	2.4	4.1
Higher education (5,6)***	2.2	1.9	2.1	1.8	2.6	2.7	2.3	2.1	2.7	2.4	2.2	2.7	1.7	1.6	1.7

Source: Czech Statistical Office

* Current courses of střední vzdělání s výučním listem included.

** Current courses of střední vzdělání s maturitní zkouškou, nástavbové studium and programmes for acquiring střední vzdělání s maturitní zkouškou are included.

*** Vyšší odborné vzdělání (ISCED 5B) included.

Glossary terms used in the table: střední vzdělání s výučním listem, střední vzdělání s maturitní zkouškou, nástavbové studium, vyšší odborné vzdělání

1.7.10. Specific unemployment rates by age groups

Specific unemployment rates by age groups in %

	2003			2004			2005			2006			2007*		
	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women
15-19	38.4	33.5	44.8	41.9	40.4	43.9	43.6	44.6	42.2	38.6	38.2	39.3	26.9	25.2	29.7
20-24	14.8	14.4	15.4	17.6	18.6	16.3	15.8	15.8	15.7	14.5	13.4	16.0	8.8	8.7	8.9
25-29	8.1	6.4	10.8	8.9	7.0	12.0	8.5	6.4	11.6	6.6	5.5	8.1	5.2	4.2	6.7
30-34	7.5	4.0	12.4	7.2	4.0	11.6	7.0	4.2	10.9	7.0	4.7	10.3	5.2	2.8	8.8
35-39	7.1	4.5	10.1	7.1	5.0	9.0	6.7	4.5	9.3	5.9	3.9	8.4	4.8	2.7	7.4
40-44	6.2	4.5	8.1	6.8	5.4	8.2	6.4	4.9	8.0	5.7	3.9	7.6	4.5	3.5	5.5
45-49	5.8	4.7	6.9	6.3	5.5	7.0	6.5	5.7	7.4	6.2	4.9	7.7	4.5	3.8	5.2
50-54	6.9	5.6	8.4	7.4	6.2	8.6	7.6	6.1	9.0	6.6	5.3	7.9	5.3	4.2	6.5
55-59	4.9	4.3	5.8	6.0	5.5	6.7	5.8	5.3	6.5	6.0	5.8	6.3	5.4	5.2	5.5
60-64	2.8	3.0	2.4	3.0	2.8	3.6	3.0	2.0	5.3	3.0	3.2	2.5	2.5	2.7	1.9

Source: Czech Statistical Office

Note: For retirement age – see 1.6.

2. GENERAL ORGANISATION OF THE EDUCATION SYSTEM AND ADMINISTRATION OF EDUCATION

From a historical point of view the organisation of the Czech education system began very early. The education system is in a state of change aimed at the decentralisation, de-establishment and diversification. The organisation and administration of higher education differ from the rest of the education system.

2.1. Historical Overview

Throughout Czech history, education has been regarded with great respect and groups of people who would not have received any education in other countries often did so here (as, for example, with Hussite women in the 15th century and a higher level of general literacy in the 1930s than was common in Europe). This was reflected in the organisation of the education system: the first university was established in 1348, the České vysoké učení technické (Czech Technical University) in 1717, six-year compulsory school attendance was introduced in 1774 and extended to eight years in 1869. As a considerable part of the Czech history is linked to Austria, the history of the Czech education runs parallel to that of Austria, but at the same time it has been marked by a process of linguistic and national emancipation.

The inter-linking levels that make up the foundations of the education system were laid down by reforms adopted in 1774 and in the years following, when in an effort to consolidate the empire and develop the economy, schooling was brought under state supervision. A more or less coherent education system was created, made up of three inter-connected levels and with a clear division between mass and selective education. The industrial revolution beginning in the 1830s, liberalisation, and rising national awareness created new educational needs which left their mark in the 1869 School Act: compulsory education was extended to eight years, the state took over responsibility for school administration and the education of young people, and the setting up and funding of schools became the responsibility of local authorities. The church had the right to run schools only when certain conditions were met. An eight-year obecná škola (community school) became the basic type of school. After five years it was possible to go on to a three-year měšťanská škola (civic school) offering lower secondary education of a higher standard than that offered by the community schools, or to secondary schools, i.e. reálná škola (secondary technical school) or gymnázium. After finishing the town school or the lower level of a secondary school, a student could go on to study at a secondary technical school.

After Czechoslovakia was established in 1918, one major issue to tackle was the creation of a uniform education system, bringing into line the cultural standards in the three different parts of the country: the Czech lands, Slovakia and Transcarpathian Ukraine. A large number of laws were passed between 1919 and 1923, the most important being the so-called "Small School Act" of June 1922. This act left the structure of Czech education unchanged and imposed this structure on Slovakia but not on Transcarpathian Ukraine.

The boom in reform pedagogy in the 1920s and 1930s brought about a range of positive if partial reforms in the internal life of schools, aimed at improving curricula, reducing the differences between the various types of secondary schools, creating a better balance between general and vocational education, and a concept of a comprehensive secondary school.

The network of vysoké školy was reorganised in nationality terms and significantly enlarged. Students had to pay fees for higher education while poor students could receive various allowances. After the Nazi occupation in 1939, universities were closed down and only re-opened in 1945.

The post-war orientation of education was determined by the cataclysmic events of 1948.

The Act on the Basic Regulation of Comprehensive Education (School Act) of April 1948 laying down the basic principles of comprehensive education nationalised the education system as a whole and eliminated the influence of the Church. Basic education lasting nine years was compulsory, uniform

and free of charge. The law also provided for support hours for socially disadvantaged children and non-compulsory education in the form of leisure time activities, which at the same time performed a social function. Basic education was preceded by non-compulsory pre-primary education in the mateřská škola. After basic education, which was divided into a 1st and a 2nd stage, there were schools of the third stage / gymnázia (upper secondary general schools) and odborné školy (vocational and technical schools) – and then vysoké školy.

The law of 1951 on state labour reserves established rapid formal and non-formal training of blue-collar workers, which was then modified by legislation in 1958.

A 1953 law on the Education System and Teacher Training established a new education system, which unified the existing three levels of general education in terms of organisation. The 2nd and 3rd stages were shortened from four to three years, the length of compulsory schooling was set at eight years, and the path to the maturitní zkouška took eleven years. The number of střední školy increased considerably. However, this aim of creating comprehensive secondary education turned out to be unrealistic.

The Act on the Education and Training System (School Act) of December 1960 restored nine-year compulsory schooling and accepted the reality of three streams of secondary education: secondary general schools lasting three years, secondary technical schools providing four-year courses and a large number of secondary vocational schools. Adult education was an integral part of this system.

Another far-reaching reform was represented by a 1976 project called "Further Development of the Czechoslovak Education System". This led to a law in 1978 that lengthened compulsory schooling to ten years. Pupils finished the základní škola shortened from nine to eight years and had to study at an upper secondary school for at least two further years, i.e. at a střední odborné učiliště, střední odborná škola or gymnázium. The project was set out in its entirety in the School Act (1984) with the system of basic and secondary schools which, with some amendments, remained in force until 2004. This law provided for the establishment of the education system as a comprehensive entirety from pre-school to adult education. This also entailed various provisions fulfilling different social roles. All three streams of secondary education were given an equal status, since even the gymnázium, which hitherto had provided only general education, offered vocational education, while secondary vocational schools offered study fields leading to a maturitní zkouška. There was still the possibility of completing secondary technical education and achieving full secondary technical education ending in a maturitní zkouška in a nástavbové studium. As secondary vocational school lasted at least two years, this arrangement ensured that everybody achieved secondary (i.e. upper secondary) education, and therefore compulsory schooling provided every pupil with some professional qualification.

A new Higher Education Act was passed in 1990, which restored autonomy and academic freedoms in higher education and, by reducing state interference to a minimum, provided the vysoké školy with a high degree of independence. Due to the rapid developments in the tertiary sphere, a new Act was passed in 1998. It brought an important change in the establishment structure: state institution status was limited only to military schools and schools of the Ministry of Interior, while other institutions became public institutions with increased autonomy. It became possible to establish private institutions. This Act was amended ten times, notably in 2000: the vysoké školy gained greater autonomy in relation to the disposal of property. For future development of higher education 6.1.

A new law on state administration and self-government in education was passed in 1990, when the administration of education was taken out of the general state administration and transferred to the Ministry of Education (sectoral level). The Ministry established školské úřady at the district level. The 1995 amendment codified the formula funding of education existing from 1992. With the reform of state administration in 2000, the main feature of which was a major decentralisation of the state administration as a whole, the administration of education was progressively returned to territorial authorities in two phases between 2001 and 2003. The Ministry of Education has retained its conceptual responsibilities.

The School Act of 1984, which laid down the structure and operation of the education system, has undergone the highest number of amendments and changes since 1990. Amendments and additions to the School Act from 1990 to 2004 can be summarised as follows:

Compulsory education was shortened from 10 to 9 years, while the eight-year základní škola was extended to nine years – a five-year first stage and a four-year second stage. It became possible to complete the ninth year at a secondary school. Only in the 1995/96 school year were pupils obliged to

complete their compulsory education at a základní škola. The only exceptions are multi-year gymnázia – see 5.

"Comprehensive" school was abolished, which means: a) the legal provision laying down a uniform ideological orientation for education was abolished and a certain degree of curricular and pedagogical autonomy was introduced, b) differentiation of instruction according to children's abilities and interests was legalised, c) selection was introduced within compulsory education – the so-called multi-year gymnázia.

A new type of post-secondary education was introduced – vyšší odborné školy, which have replaced the previous pomaturitní studium (post-secondary study). The post-secondary study offered studies towards a qualification, specialisation or innovation and was considered as upper secondary education. Vyšší odborné školy, however, are classified as tertiary education.

Schools have become legal entities with a high level of autonomy.

Since then it has been possible to establish non-public schools, i.e. denominational and private schools (with the right to charge fees), bringing the state monopoly to an end.

The responsibility for střední odborná učiliště has been shifted from state-owned companies to central government bodies and these schools are now funded from the state budget.

Between 1999 and 2001 the long efforts to formulate educational policy began to bear fruit. The strategic aims of the Government's education policy in the Czech Republic were approved in April 1999. In May 1999 a general Conception of Education and the Development of the Education System was presented for consultation. The first stage of the consultation was professional, and then from October the second stage was opened to the general public (the Challenge for 10 Million). The result was the National Programme for the Development of Education (the White Paper), which was debated by the Government in March 2001.

The new Education Act was prepared in accordance with these documents. It was approved by the Government in 2003 and after several revisions by Parliament in September 2004 to come into force from 1st January 2005, although various provisions were introduced only gradually.

In September 2004 an Educational Staff Act was also approved (for details see subchapter 8.2.). It also came into force on 1st January 2005.

Bibliography: Nástin vývoje všeobecného vzdělání v českých zemích
Bibliography: Vývoj školství a vzdělání v Československu

2.2. Ongoing Debates and Future Developments

Current debates are linked mainly with the implementation of the new Education Act.

A substantial part of the debate on the organisation and administration of education is determined by a marked fall in the population (see 1.5. and 1.7.) and the need to reduce the number of schools. This is a demanding task.

Compulsory education is provided by municipalities, which are numerous and small. The falling population can lead to situations where the maintenance of schools is too expensive for small municipalities. A moderate turn in demography manifested itself only at the mateřská škola level in the school year 2002/03.

The task is difficult from the political point of view: the maintenance of a dense school network and thus easy accessibility of schools has an impact on the election of politicians at the local and regional levels, which run these schools. So far the problems have been solved either by merging schools or to a lesser extent by their closure.

The reform of the state administration which has now been completed still provokes discussion, especially around its financial consequences. The decentralisation was implemented over only two years (2001-2003). The Ministry of Education, Youth and Sports has retained the responsibility for

general educational policy, while the responsibility for the establishment and normal administration of schools is held by regions and municipalities. The Ministry retains the operational responsibilities for funding: direct educational costs, especially salaries, are allocated to the regions directly by central per capita funding (see 2.8.). The regions are calling for greater responsibilities for funding (not only for education but mainly in it) and are striving to change the law on budgetary tax rating. They could gain a higher proportion of taxes, and greater freedom to use these in accordance with their responsibilities in different spheres of state administration.

In 2007, doubts and debates about the introduction of a legalized common part of the maturitní zkouška continued. Eventually the Parliament passed postponement of the introduction (for details see 5.2.).

As expected from the new document Long-term policy objectives of education and the development of the education system (for details of the document see 2.6.1.1.) in following two years the Czech education system will focus on the following aims:

- equal opportunity in education (for details see 2.3.);
- curricular reform (for details see individual educational levels);
- support of foreign languages and information and communication technologies;
- development and implementation of quality assurance system, methods of evaluation and self-evaluation of schools (for detail see 9.2.);
- increasing professionalism and improving the working conditions of educational staff (for details see 8.2.10.);
- support of continuing education (for details see 7.3.).

Bibliography: Dlouhodobý záměr vzdělávání a rozvoje vzdělávací soustavy České republiky

2.3. Fundamental Principles and Basic Legislation

The basic principles governing the provision of education are contained in the Charter of Fundamental Rights and Freedoms, which is a part of the Constitution. The Charter says that the "care of children and their education is the right of parents. Children have the right to be brought up and cared for by their parents". (Article 32, paragraph 4)

Article 33 says: "Everybody is entitled to education. The period of compulsory schooling is set down in law. Citizens have the right to free education at the základní školy and střední školy, and, depending on individual ability and the means available to society, also at the vysoké školy. Non-public schools may be established only under conditions laid down by law. These schools may provide education for payment".

The law lays down conditions under which citizens are entitled to state assistance during their studies.

"Citizens belonging to national or ethnic minorities are, under the terms set down by law, entitled to receive education in their own language". (Art. 24, par. 2.a)

"Everybody has the right to a free choice of occupation and professional career". (Art. 26, par. 1)

"The law lays down all conditions for the teaching of religion in public schools". (Art. 16, par.3)

"Freedom of scientific research and artistic work is guaranteed". (Art. 15, par.2)

The six laws mentioned below set the basic regulation of education. More detailed regulations relating to specific problems in education are included in decrees and some matters are regulated by Government regulations. Laws, decrees and Government regulations are in the Collection of Laws and are open to the public. The Ministry of Education issues many other instructions that are published in the Bulletin of the Ministry of Education, Youth and Sports.

The Act (2004) on Pre-school, Basic, Secondary, Tertiary professional and Other Education – the Education Act for short – replaced the three existing and frequently amended acts: the School Act, the Act on State Administration and Self-Government, and the Act on Educational Establishments. It concerns all education spheres with the exception of education provided by vysoké školy and institutional education.

The Education Act defines the basic aims and principles of education, as these were not included in the School Act until now. In comparison with the previous approach, more attention is paid to the education process than to the educational institutions. It introduces new approach to the curricular documents, especially the possibility to modify the content of education at school level on the basis of principles stated by the State in the Framework Educational Programme. It strengthens the inclusion of pupils with special educational needs and equality in the access to education. The Act increases permeability within the education system, as it makes the education pathways more transparent and introduces the possibility to recognise previous education. Free education at public schools is extended to the final year of pre-school education. School organising bodies of all kinds have the same rights and responsibilities. The Act specifies the process of decentralised government through the long-term policy of the Ministry of Education and regions while preserving a level of consistency throughout the system. In response to decentralisation, a new pupil information system has been established: alongside the registry of pupils and students and the School Register (information system on institutions). It also defines the role of social partners. It specifies the rights and responsibilities of pupils, which have so far been set by regulations. It sets out the state administration authorities in education, i.e. the heads of schools and school facilities, municipal authorities of municipalities with more extensive powers in the execution of state administration, regional authorities, the Ministry of Education, Youth and Sports (in specific cases other authorities of the state administration) and the Czech School Inspectorate. It further lists the self-administration authorities which are the municipality, region and the školská rada. This Act determines the roles and responsibilities of all state administrative authorities, which enable the founding and operation of a school. The Act stipulates the legal status of school. A new legal form for schools (except legal forms of schools existing up to this time) is outlined – the school legal entity which is facultative. Its non-profit character is stressed in the response to the fact that private schools have mostly the same legal forms as enterprises (see 2.6.4.). The financial principles and financial flows are specified. Participatory management at all levels is strengthened. Since the Act its approval in 2004, the Act has been amended ten times (till the end of 2007).

The law on institutional education or protective education in schools and on preventive educational care in schools regulates the education of children and adolescents lacking proper family support or who have behavioural problems. Since its approval in 2002, the law has been amended four times.

The Educational Staff Act describes teachers at schools and school facilities, sets the qualification prerequisites for their activities, their in-service training and partially career system. The Act was amended especially as a consequence of passing the new Labour Code (in force since 1 January 2007).

Since 1999, the financing of private schools, previously determined by special government orders (see 5.19.3.), has been regulated by a special law. Since 2005 the financing of denominational schools has been is covered by the Education Act.

In 2006 a completely new act was passed. It is the Act on Verification and Recognition of Further Education Outcomes and on amendments of others laws which establishes the National Qualifications Framework (NSK) as a register of all complete and partial qualifications (including also both qualification and assessment standards of partial qualifications). It stipulates an assessment procedure of acquired vocational competences, rules for authorization of awarding bodies, and competence of administrative bodies for the procedures. The Act came in force partially immediately and fully in August 2007. For details see 2.6.1.3. and 7.2.

The Higher Education Act sets up the corporate aims and operation of the vysoké školy, the roles and responsibilities of the state administration and of the vysoké školy, their financing and management, studies, types of studies and their processing, the rights and responsibilities of students, the position and employment relations of academic staff. Since its approval in 1998, the Act has been amended fifteen times.

In addition to the school acts, there are other acts that influence school administration, such as the Act on Ministries and other central government bodies, which sets out the responsibilities of the state administration. Other laws include those regulating state administration, which includes school administration, and laws on the management of public budgetary funds.

Educational policy and the state and development of the education system are the responsibility of the Ministry of Education, Youth and Sports. It collaborates with the Ministry of Labour and Social Affairs in

areas relating to the labour market and guidance, and in some matters with other central bodies of the state administration (Ministry of Interior, Ministry of Defence and Ministry of Health). Responsibility for the establishment of schools lies primarily with municipalities and regions, which take on several roles of the state administration.

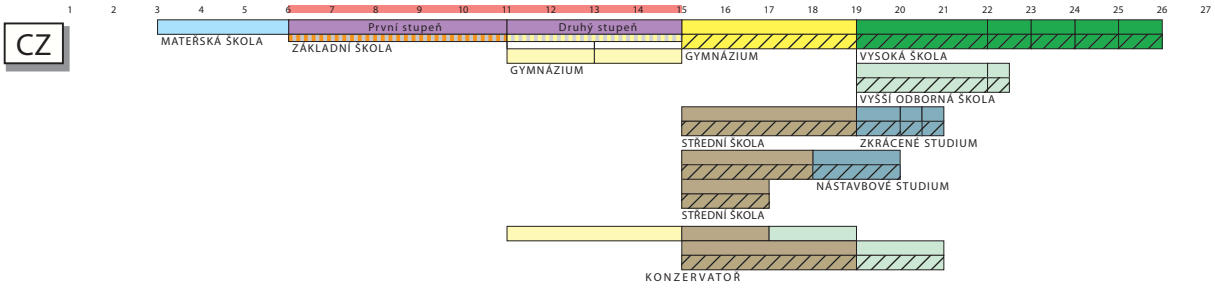
Legislation: Resolution of the Cabinet of the Czech National Council on promulgation of the Declaration of basic human rights and freedoms
Legislation: Act on measures in the system of the central state administration bodies of the Czech Republic
Legislation: Act on verification and recognition of further education outcomes
Legislation: Act on educational staff and modification of some acts
Legislation: Act on providing subsidies to private schools, pre-school and school establishments
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)
Legislation: Act on Higher Education Institutions (the Higher Education Act)
Legislation: Act on institutional education and protective care in school facilities and on preventive educational care in school facilities and amendment to other acts

Bibliography: Dlouhodobý záměr vzdělávání a rozvoje vzdělávací soustavy České republiky

Institutions: Ministry of Defence of the Czech Republic
Institutions: Ministry of Labour and Social Affairs
Institutions: Ministry of Interior of the Czech Republic
Institutions: Ministry of Health of the Czech Republic
Institutions: Ministry of Education, Youth and Sports

2.4. General Structure and Defining Moments in Educational Guidance

Organisation of the education system in the Czech Republic, 2007/08



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

The education system consists of schools and school facilities.

Schools are described in section 2.4.1., the key moments concerning the choice of education path are described in section 2.4.2., and school facilities are described in section 2.4.3.

2.4.1. Schools

Schools provide education according to educational programmes; their prerequisites are defined in the Education Act (see 2.6.1.1.).

Schools are divided into the following types according to the level of education and the nature of education provided: the mateřské školy, základní školy, střední školy (gymnázia, střední odborné školy , střední odborná učiliště), conservatoires, vyšší odborné školy, základní umělecké školy, language schools authorised to organise state language examination (all these institutions are subject to the Education Act) and the vysoké školy (subject to the Higher Education Act).

The mateřské školy, základní umělecké školy and language schools do not provide a defined level of education.

1. The mateřská škola (see chapter 3.) offers pre-primary education to children from 3 to 6 years of age. It is not compulsory, but attendance is very high. In the last pre-school year attendance has to be

available to all children. It does not provide a defined level of education (ISCED level 0), but it creates preconditions for sustainable education and helps to compensate for developmental irregularities of children before the entrance into primary education. It offers special education care to children with special educational needs.

2. the základní školy (see chapter 4.) combine primary and lower secondary levels of education (ISCED 1+2) in one organisational unit and provide compulsory education. It is nine years in duration and corresponds to the length of compulsory schooling. It is divided into a five-year first stage and a four-year second stage. Upon completion of the first stage, pupils who show interest and succeed in the admission procedure may transfer to a multi-year gymnázium. They may continue in an eight-year gymnázium after the fifth year or a six-year gymnázium after the seventh year or after the fifth year to a dance conservatoire and complete their compulsory schooling there. After completing primary and lower secondary education the pupils attain the level of the základní vzdělání (ISCED 2A). Pupils completing the základní škola speciální (see 10.6.4.) targeted at pupils with severe mental disabilities attain the základy vzdělání (ISCED 2C).

3. the střední školy (see chapter 5.) provide secondary education (upper secondary – ISCED 3), and postsecondary education (ISCED 4), which enables pupils to change or broaden their original educational pathway.

The attained education can be three levels depending on the relevant educational programme. All střední školy can offer education at any of these levels, although in order to maintain continuity, most schools keep names corresponding to the existing division of upper secondary schools:

a) The střední vzdělání attained after 1-2 years of study (ISCED 3C) is provided by the střední školy mainly named the odborná škola (vocational school), odborné učiliště or praktické školy. They are targeted at pupils who ended their basic education without success or gained only the základy vzdělání.

b) The střední vzdělání s výučním listem attained after 2-3 years of study (ISCED 3C), is usually provided by střední školy called the střední odborné učiliště. It provides qualifications of manual and technical workers and similar professions.

c) The střední vzdělání s maturitní zkouškou (ISCED 3A) is of general or vocational nature. The maturitní zkouška certificate entitles pupils to seek admission to tertiary education. Vocational education at this level is usually offered by schools usually called střední odborné školy, or střední odborná učiliště. Education lasts four years. Pupils are qualified to enter certain technical, economic and other occupations or highly skilled technical and operative functions. General education is provided by střední škola that are usually called gymnázium. The studies may last four years (only upper secondary level), or six or eight years (including lower and upper secondary education) and prepare pupils mainly for higher education, or tertiary professional education (see chapter 5.);

Postsecondary education is organised at a střední škola in three types of study. A holder of the výuční list can, after three-years of study, enter a nástavbové studium (ISCED 4A) and sit the maturitní zkouška necessary for entry to tertiary education. A holder of the maturitní zkouška certificate can take short courses to attain the výuční list (ISCED 4C) or sit for another maturitní zkouška in other field of study (ISCED 4A) (see chapter 5.).

4. Conservatoires (see chapter 5.) offer in six or eight year programmes of general and vocational education in music, dance, singing and drama and prepare pupils for artistic and combined artistic and pedagogical activities. The dance course lasts eight years and pupils enter it after the 5th year of základní škola (including levels ISCED 2, 3A and 5B), while other fields last six years, and pupils enter after completing their compulsory school attendance, i.e. after attaining the základní vzdělání. Studies in general conclude with the absolutorium examination in conservatoire, giving pupils the vyšší odborné vzdělání in conservatoire (ISCED 5B). They can also complete their education with the maturitní zkouška (ISCED 3A).

5. The vyšší odborné školy (see chapter 6.) prepare holders of střední vzdělání s maturitní zkouškou for demanding, skilled professions. They offer the vyšší odborné vzdělání (ISCED 5B) ending with an absolutorium. This is considered as tertiary education.

Any of the above schools can be founded separately for pupils with health disabilities (see chapter 10.6.). In this case they provide the same level of education as the relevant mainstream school, with

the exception of a základní škola speciální, which does not award the základní vzdělání (2A), but základy vzdělání (2C).

6. Vysoké školy (see chapter 6.) provide education in three study programmes: Bachelor's, Master's (both ISCED 5A) and Doctoral (ISCED 6) following Master's.

Bachelor's programmes aim to prepare students for a profession or to continue to Master's programmes. The minimum requirement for entrance is the střední vzdělání s maturitní zkouškou and the standard duration is three to four years.

Master's programmes are aimed at gaining theoretical knowledge based on current scientific findings, research and development, at mastering their application and developing creative skills. In fine arts they concentrate on advanced artistic training and talent development. Master's programmes follow on from Bachelor's courses, and last between one and three years. Where relevant, accreditation can be granted to Master's courses which do not follow on from a preceding Bachelor's course, in which case the minimum requirement for entrance is the střední vzdělání s maturitní zkouškou and the course will last between four and six years (usually 5 years, or 6 years in the case of medicine, veterinary medicine and pharmacy);

Doctoral programmes focus on scientific research and independent creativity in research and development and independent theoretical or creative activity in art. They follow a Master's programme and have a standard duration of three years to four year.

All three types of programmes may be studied on a full-time, part-time or distance basis or in a combination of these.

The next two types of schools offer education only in the field of study mentioned in the name of the school and, in general, parallel to education offered at other types of schools in pupils' leisure time. They can also offer adult education.

7. Základní umělecké školy – (see chapter 4.17.1.) sit alongside ordinary schools and offer education in areas of special interest. They teach the basics of various art and music fields and prepare pupils for the study of these disciplines at secondary schools, conservatoires or universities (completion of the former is not a condition for admission to the latter). They organise structured courses mainly for the základní škola or střední škola pupils (preparatory, two levels of basic education, and extended), although courses for adults may also be offered.

8. Language schools authorised to organise state language examination offer courses in foreign languages according to the Education Act, which can lead to the state language examination.

It is typical of the Czech education system that practically all základní škola leavers (96.5%) continue their studies at post-compulsory educational institutions. In view of the predominance of vocational/technical schools over general education schools, a considerable proportion of pupils at the upper secondary level gain a vocational qualification recognised by the labour market.

Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)
Legislation: Act on Higher Education Institutions (the Higher Education Act)

2.4.2. Defining moments in educational guidance

The transfer from a základní škola to a střední škola and the transfer from a střední škola to a vyšší odborná škola or vysoká škola may be seen as the decisive moments in the choice of an individual's educational path.

Nevertheless already at the entrance to a základní škola or during the attendance it is possible to choose extended teaching of different subjects or their groups which some schools or classes organise. The pupil's admission to such teaching is decided by the school head with the approval of parents on basis of a recommendation of the teacher or after a judgement of pupil's giftedness and prerequisites.

The transfer to střední škola can take place after the fifth or seventh year of the základní škola, when pupils can pass to a multi-year gymnázium. This is the case for roughly 10.4 per cent of the age cohort of the second stage of a základní škola in 2007. A very small percentage of pupils can be accepted into a dance conservatoire after the 5th year.

In order to enter a střední škola, conservatoire, vyšší odborná škola or vysoká škola, a pupil must go through an admission procedure, which may (and in general does) include an entrance examination. Pupils must pass an exam to be admitted to special-interest art study and this is usually a talent examination.

A prerequisite for entering an upper secondary school is successful completion of compulsory school attendance, unless the pupil moves to a střední škola during his/her compulsory school attendance.

A prerequisite for entering any form of tertiary education is the střední vzdělání s maturitní zkouškou (in general or technical branches) or the absolutorium from a conservatoire. (The exception can be art courses at a vysoká škola; but passing the maturitní zkouška is a precondition for gaining a higher education diploma.)

Transfers at the tertiary level depend on the type of institution: study at a vyšší odborná škola; (ISCED 5B) was not formerly recognised for entrance to a vysoká škola. From 2004 a vysoká škola can set specific admission requirements for students or graduates of accredited educational programmes at a vyšší odborná škola.

The three degree structure of study, which is gradually being implemented at the vysoké školy, includes entrance examinations between Bachelor's and Master's study programmes and an entrance examination for admission to doctoral programmes is also common.

For those who did not achieve the required level of education during their initial education, the střední školy, vyšší odborné školy and vysoké školy also offer different forms of part-time study (see further in chapter 5. for the střední školy and in chapter 6.18.1. for vyšší odborné školy and 6.18.2. vysoké školy). These forms are most often provided for the study of the whole curriculum of the subject field, usually the same as in full time study. For admission to other forms of study it is necessary to fulfil admission requirements, which are analogous to those for entrance to full-time study.

2.4.3. School facilities

School facilities provide services and education supporting or complementing education offered by schools, or they assure institutional or protective care or preventive educational care.

School facilities are as follows:

- school facilities for further education of educational staff,
- school guidance facilities,
- school educational and boarding facilities,
- school facilities for developing personal interests and providing further education,
- school canteens,
- school facilities for special purposes,
- school facilities for providing institutional education, protective education and preventative educational care.

Facilities for further education of educational staff provide in-service training of educational staff, provide advisory services in methodological issues and management of schools and school facilities, and they also disseminate information on directions and procedures in education and coordinate supporting activities for schools and school facilities, development programmes, and other events (see also 8.2.10.).

School guidance facilities provide information and diagnostic, guidance and methodological services for children, pupils, and students and their statutory representatives and for schools and school facilities, provide pedagogical and specialised pedagogical and psychological services and preventative educational care, and assist in selecting suitable future education and training. School guidance facilities cooperate with authorities in providing social and legal care for children, and also with bodies providing care for youth and families, medical facilities, or other bodies and institutions.

(For more see in 10.6.10.)

School educational facilities and lodging and boarding facilities include the domov mládeže (for pupils of a střední škola and vyšší odborná škola) and internáty (for pupils of independent schools for persons with disabilities). Both institutions provide whole day education, accommodation and meals, and if necessary education, sport and interest activities in leisure time. The third institution is the škola v přírodě, which provides breaks for children and pupils in a healthy environment without the need to interrupt their education.

School facilities for developing personal interests provide appropriate educational, training, interest or recreational services and events, as well as cultural activities for pupils, students and educational staff or other persons. They include the školní družina for pupils of the first stage of základní škola, the školní klub for pupils of the second stage of a základní škola (both working at schools) and the středisko volného času which are in general organised outside schools.

Facilities for school catering (school canteens) provide food for children, pupils and students while at school or a school facility; founders are obliged to assure this service for children of a mateřská škola and pupils of the základní školy (and minor pupils of the středních školy), this service is provided for mature pupils and students voluntarily.

School facilities established for a special purpose assist schools and school facilities in their activities. They include the following: service centres for schools, school farming facility, the střediska praktického vyučování, school libraries, swimming schools, the preparatory stage of the základní škola speciální.

A service centre for schools provides schools and school facilities with technical and material services (supply of textbooks, servicing of teaching equipment, etc.), advisory, information and technical and organization support. A school farming facility provides for vocational training of secondary school pupils of agriculture, horticulture, forestry and fishing, the střediska praktického vyučování in other fields (if the school does not provide them itself). A school library provides professional services, services related to study and work, library and information services to children, pupils, students, or pedagogical staff of schools and school facilities. A swimming school provides swimming lessons to the pupils of základní škola as part of compulsory physical education. For the preparatory stage of the základní škola speciální see 10.6.4.

School facilities for institutional education, protective education and preventive educational care are described in chapter 10.6.4.

Legislation: MEYS Decree on providing guidance in schools and school guidance facilities
Legislation: Decree of MEYS on special interest education
Legislation: Decree of MEYS on school boarding
Legislation: MEYS Decree on school educational and boarding facilities, and school purpose facilities

2.5. Compulsory Education

Compulsory school attendance refers to citizens of the Czech Republic, citizens of member states of the European Union, other foreigners who have permanent residence or permission to stay long-term in the Czech Republic and asylums seekers or persons who enjoy additional protection and participants of procedure for awarding international protection on the territory of the Czech Republic.

The length of compulsory education is set by the Education Act and is for nine years starting at the beginning of the school year following the day on which the child reaches six years of age. Compulsory education takes place at a základní škola. Children who transfer to a multi-year gymnázium or to a multi-year conservatoire in the course of their compulsory education complete their compulsory education at these schools. (See also 2.4.1.)

A child, who turns six in the period between the beginning of the school year and the end of the calendar year, can be enrolled on the request of the legal guardian if the child is sufficiently physically and mentally mature.

If on reaching the age of six, the child is not physically or mentally ready and if its legal guardian so requests, the school head may postpone the start of compulsory schooling by one year. The readiness of a child for school is judged on the basis of an examination by the educational and psychological service or a speciálně pedagogické centrum. Starting school can be postponed only twice, at most to the year when the child turns eight. A decision can also be made in the course of the school year after discussion with the child's legal guardian. Together with the decision on postponement the school head can recommend that a child be included in the preparatory class of a základní škola (see 3.) or in the last year of a mateřská škola (see 3.13.).

A pupil completes their compulsory education after nine years of schooling. This also applies when the pupil does not complete the ninth year (e.g. may have repeated a year) and thus does not complete their basic education. Compulsory school attendance ends at the age of 17, but basic education may be completed either by remaining at school on the request of the legal guardian at most to the end of the school year when the pupil turns 18 or, later on, by attending special courses for this purpose (see 7.10.1. and 7.17.2.).

Pupils who cannot attend school due to their state of health are offered a form of education by the educational department of the regional authority to enable them to achieve the same level of education as in the normal period of schooling (an exemption from the obligation to attend school).

Regulations on the základní škola also allow for special forms of compulsory education for pupils living abroad. These include attendance at Czech schools attached to a Czech embassy, at a foreign school or individual (home) schooling (see 4.17.). In this case the pupil is considered to be a pupil of the school in the catchment area or of another chosen school.

A pupil can complete their compulsory school attendance in a school established on the territory of the Czech Republic by a foreign legal entity or a foreign citizen if the Minister of Education has recognised the school as providing for compulsory school attendance.

For a child with a serious mental disability the educational department of a regional authority can (on the basis of an expert assessment and with the agreement of the child's legal guardian) provide a substitute form of education that meets the child's needs (see 10.6.1.).

Parents or legal guardians are obliged to register their children and to ensure their regular and punctual attendance at school. Failure to do so is considered a misdemeanour, which is punishable by a fine of up to CZK 3000. More serious neglect of education may be classified as a criminal act of endangering the moral education of children and young people. The legal guardian is obliged to enrol a child for compulsory school attendance between 15 January and 15 February of the calendar year when the child has to start school. As municipalities are obliged to ensure that compulsory schooling takes place, children who are about to enter basic education in a certain year are entered in the relevant register in the municipal offices. Provisions of the Offences Act and even the Criminal Act can be used if parents do not fulfil their duty.

The municipality, which is, by law, the organising body of the základní školy, is obliged to create conditions for compulsory schooling. For this purpose the municipality (or a union of municipalities) establishes a school or ensures that a child can complete their compulsory school attendance at a basic school run by another municipality. If there is only one základní škola in a municipality, the local school district is the authority’s territory; in other cases school districts are defined by decree. Conflicts are resolved by the regional authority. The region is obliged to ensure transport to the local school district if the distance between the pupil’s place of permanent residence and the school in the catchment area exceeds four kilometres.

A pupil completes their compulsory schooling in the relevant catchment area, unless their parent (or their legal guardian) chooses another základní škola. If a pupil attends their compulsory schooling at a school run by a different municipality, the municipality in which the pupil resides is obliged to cover the relevant non-capital expenditure for the municipality in which the school is situated, unless it runs the school, or if the authorities do not reach an alternative agreement. If a child is accepted to another school than in the catchment area, the school head of this school communicates this to the head of the school in the catchment area by the end of March at the latest.

The responsibility for compulsory education provided at private and denominational schools lies with the Ministry of Education. This means, in practical terms, that the state guarantees education at these schools, provided that they are included in the Register of School and School Facilities (see 2.6.1.1.).

The state also recognises education gained at these schools and guarantees that if a private school has any difficulties, its pupils will be able to complete their compulsory schooling in a public základní škola.

Legislation: Act on misdemeanours

2.6. General Administration

Public administration in education is highly decentralised; different levels of administration and the schools have a high degree of autonomy.

Education regulated by the Education Act and higher education are administered in different ways.

The state administration of education is carried out by the Ministry of Education, Youth and Sports (see 2.6.1.), or in specified cases by other central government bodies (see 2.6.1.), Another bodies of the state administration of schools regulated by the Education Act are the Czech School Inspectorate (see 9.4.2. a 9.4.2.1.), regional authorities (see 2.6.2.), municipal authorities of municipalities with extended responsibilities (see 2.6.2.1.) and heads of schools and school facilities (see 2.6.4.1.).

Regions (see 2.6.2.), municipalities (see 2.6.3.) and the školská rada have autonomous responsibilities in education (see 2.6.4.1.). The vysoké školy have a high degree of autonomy (see 2.6.4.2.).

In the area of funding, the Ministry of Education is responsible for state funding policy in education. In view of the high decentralization of administration and high level of institutional autonomy, financial instruments represent a significant element of administration of the education system. For the procedures for funding under the Education Act see 2.8.1. and 2.8.3., for the procedure for funding of the vysoké školy see 2.8.2.

2.6.1. General administration at national level

The Ministry of Education, Youth and Sports is responsible for the state administration in education in the range defined by the Education Act and for the state, concept and development of the education system. This means that it is authorised to define state educational policy and the strategy for the development of education and the education system. Its responsibilities also include lifelong learning, policy for science, research and development including international co-operation in this area, and issues concerning scientific degrees, children and young people (primarily leisure time activities and social issues) as well as physical education and sport (at schools, independent sporting bodies, representation at national level).

The organisational structure of the Ministry of Education, Youth and Sports (from January 2008)

The Ministry of Education is divided into offices directly managed by the Minister (above all the Minister's cabinet, part of which is among others the department of conceptions and strategies), and six divisions. The divisions are run by deputy ministers.

- The 1st Division of economy and administration administers activities common to the whole sector, including finance, law and management of the authority. It includes, e.g., the Department for International Relations, the Department for the European Union, a Legislative and Legal Department, office administration (including apart from other things Department of Information and Communication Technologies, and section of financing the Education Chapter (chapter 333 of the state budget). The Deputy Minister who manages this division is the 1st Deputy Minister and has at the same time function of a state secretary with a broader competence in substitution of the Minister.
- The 2nd Division for General, Vocational and Further Education includes those parts of education system which are administered by regions and municipalities. It is responsible for the concept and organisation of the education system, for different components of the education system with the exception of the vysoké školy, for further education, and for the administration of the schools register (see 2.6.1.1.).

- The 3rd Research and Higher Education Division deals with the vysoké školy and with research and development including research policy and international co-operation. The secretariat of the Accreditation Commission comes under this division.
- The 4th Division cares for the management of EU operational programmes.
- The 5th Division covers the area of youth (mainly leisure time activities and social affairs), physical education and sports (in schools, clubs and national representatives).

The practical operation of administrative tasks has been transferred to regional bodies (see 2.6.2.).

The Ministry of Education sets up various other institutions in order to perform its functions. These include special purpose professional establishments, which are usually led by the Deputy Minister responsible for the relevant area. The most important of these are the following:

the Research Institute of Education (Výzkumný ústav pedagogický) dealing with issues of concept, content and didactics in general education from pre-primary to upper secondary, including that provided by special schools and school facilities. This Institute develops framework educational programmes for the above mentioned levels of education and monitors the development of school educational programmes. It prepares teaching materials for educational practice and offers guidance service in this area;

- The National Institute of Technical and Vocational Education (Národní ústav odborného vzdělávání), whose task is to formulate conceptions and strategies for the development of vocational education and training (VET) and to take part in their implementation. The Institute develops framework educational programmes for all fields of secondary VET; carries out methodological and consultations activities intended for vyšší odborné školy; monitors and designs permeability of educational paths, study ending, certification, accreditation and evaluation. The Career Guidance Centre has been established within the Institute. The Institute strives to reconcile the structure of education and labour market requirements. It is charged with managing the National Qualifications Framework and takes part in its developing. It cooperates with social partners and international institutions;
- The Centre for Higher Education Studies (Centrum pro studium vysokého školství), which prepares studies on policy and strategy for the development of higher education, and works as a centre for the recognition of higher education qualifications (ENIC/NARIC). It is involved in the system of distance education;
- The National Institute of Children and Youth (Národní institut dětí a mládeže), which participates in the implementation of the state scheme for the support and protection of children and is targeted towards the leisure time activities of children and youth and preparing employees for this area. Its part is the Czech National Agency Youth which organises involvement of the Czech Republic into the European programme Youth in Action;
- The Educational and Psychological Counselling Institute (Institut pedagogicko-psychologického poradenství), which provides for policy formulation, education, co-ordination, methodology and consultation in the field of educational guidance;
- The National Institute for Further Education (Národní institut pro další vzdělávání), which is the centre for in-service training of teachers (see 8.2.10.);
- The Institute for Information on Education (Ústav pro informace ve vzdělávání), which operates and develops a statistical information system in education. Using this and other sources of information, it monitors the development of the education system, analyses and interprets its trends. It is incorporated into supranational information structures: the European network of information on education Eurydice and the OECD (INES and PISA) and IEA (TIMSS) projects. The institute also operates the Comenius National Library of Education (Národní pedagogická knihovna Komenského);
- the Centre for Evaluation of Educational Achievement (Centrum pro hodnocení výsledků vzdělávání – CERMAT), which prepares evaluation instruments for the maturitní zkouška and supports pupil evaluation at the základní škola. It will be an important body authorised to organise examinations within the continuing (furher) education.
- The Centre of International Services (Dům zahraničních služeb), whose task is to organise educational, study and other relations with foreign countries. Its part is the National Agency for European Educational Programmes (see 11.4.2. a 11.6.) .

The Ministry is responsible for the concept and strategy of the development of education, its content, ensuring conditions for it including the care for the education system, financing of education and labour relations. These responsibilities of the Ministry towards education (except for higher education) are

stipulated by the Education Act (see more in 2.6.1.1.). Responsibilities towards higher education are set by the Higher Education Act (see more in 2.6.1.2.).

Institutions: Centre for Higher Education Studies (CHES)
Institutions: Centre for Evaluation of Educational Achievements
Institutions: Centre for International Services MEYS CR
Institutions: Educational and Psychological Counselling Institute of the Czech Republic
Institutions: Ministry of Education, Youth and Sports
Institutions: National Children and Youth Institute MEYS
Institutions: National Children and Youth Institute MEYS
Institutions: Comenius National Library of Education
Institutions: National Institute of Technical and Vocational Education
Institutions: Research Institute of Education in Prague
Institutions: Institute for Information on Education
Institutions: Czech National Agency Youth, National Children and Youth Institute MEYS

2.6.1.1. Pre-primary to secondary education

The Education Act covers education at the mateřské školy to vyšší odborné školy, which provide tertiary education (ISCED 5B).

On the basis of the reform of public administration in education, the state administration of education, matters relating to property rights and partly to finance have been decentralised. The conceptual activities of the Ministry of Education, Youth and Sports are now stressed. Integrated state educational policy is preserved by formulating long-term policy objectives of education and the development of the education system.

Long-term policy objectives were formulated for the first time in 2002, then again under the new Education Act in 2005, for the last time in 2007. The objectives are in a general way described in chapter 2.2.

The Ministry of Education prepares long-term policy objectives of education and the development of the education system in every odd-numbered year and then submits these to the Government for approval after negotiations with relevant central trade unions, employers' organisations and regions. The Governments submits them to the Chamber of Deputies and the Senate. The long-term policy objectives are disclosed in a manner enabling remote access.

The long-term policy objectives of the Czech Republic are based on documents on the state budget, regional development, employment, human resources development, socio-economic development and sustainable development, the common goals of European processes in education accepted by the Government, on annual report of the Czech School Inspectorate and finally on the evaluation of the present long-term policy objectives and their fulfilment.

Regions prepare their own long-term policy objectives on this basis (see 2.6.2.). The Ministry of Education provides methodological guidance and co-ordination. It discusses the policy objectives with regional bodies in every even-numbered year.

A further component of long-term policy at all levels is the economic balance of development programmes.

The Ministry of Education submits to the Government an annual report on the state and development of the education system (see also 9.5.1.), which is based among other things on annual reports drawn up by the regions (see also 2.6.2.), on reports of the Czech School Inspectorate (see 9.5.3.), on statistical data, or on realized research.

The Ministry of Education fulfils its conceptual role through its control of the content of education:

Under the Education Act the Ministry must prepare a National Educational Programme, which is a policy document working up the educational goals set by the Education Act, specifying the main areas of education, their content and the resources necessary for attaining those goals. The proposal is submitted for discussion to the Government, which passes it for approval to the Chamber of Deputies and the Senate. This document has not yet been prepared.

The Government defines the system of fields of education in basic, secondary and tertiary professional education by a decree and after negotiations with relevant central trade unions, employers' organisations and regions. The system is updated if necessary, for the last time in 2007.

The Ministry of Education approves the Framework educational programmes for different levels and fields of education up to upper secondary education (to the level ISCED 4A). Those programmes include goals, forms, duration and compulsory content of education, its organisation, professional profile, conditions for progress and completion of education, principles for designing school educational programmes on the basis of framework educational programmes, and conditions for the education of pupils with special educational needs. The Ministry of Education publishes framework educational programmes for medical fields after negotiations with the Ministry of Health. The framework educational programmes for schools falling under the authority of other ministries (Defence, Interior and Justice) are published by these ministries after agreement with the Ministry of Education.

For tertiary professional education (ISCED 5B) the Ministry of Education accredits an educational programme for every vyšší odborná škola on the basis of a recommendation of the Accreditation Commission for tertiary professional education (see 6.11.1.), if necessary with the approval of the relevant ministry.

The Ministry of Education determines or creates conditions for the provision of education, i.e. it ensures that proper legislation is enacted concerning all issues that it is responsible for. It has primarily administrative functions: it sets the professional requirements for educational staff, the conditions and organisation of admission to the střední školy, it stipulates basic rules for the assessment and marking of pupils, rules for certification, forms, terms and content of obligatory school documentation (the requirements for school reports and other school forms), details on equity and conditions for the recognition of certificates issued by foreign schools. It also sets the organisation of the school year, etc. and is authorised to set up and operate control, information and other systems supporting the activities of schools – i.e. it lays down the organisation, extent and forms of guidance procedure for the integration of disabled children into the mateřská škola, and the basic principles of inspection in schools and school facilities.

The Ministry of Education is charged with overseeing the education system as a whole, its functioning, efficiency and coherence. The Ministry of Education sets the requirements for the establishment of schools and school facilities, and the criteria for decisions on their merging, splitting or closure.

Institutions constituting the school system are recorded in the School Register, which is a public list composed of two parts: the Register of Schools and School Facilities and the Register of School Legal Entities. The latter records only institutions that have adopted this new legal form for providing education (mainly denominational schools) and has a similar function as the trade register for business companies, e.g. a constitutional significance. The Register of Schools and School Facilities records all other institutions.

Once a school or school facility is recorded, it has a right to provide educational and school services to the extent of this register and to issue documents stipulated by the Education Act (e.g. certificates). Being recorded is also a precondition for allocation public funding. In addition to the identification of school (kind and type, name, legal form) the Register of Schools and School Facilities also records:

- the list of fields of education including the forms of education or the list of school services; the maximum permitted number of children/pupils/students (number of beds, persons having meals at school canteens, classes, groups or other similar units);
- the maximum permitted number of pupils and students in individual fields and forms of education;
- the date of record and the date of commencement of activities.

During the process of registering in the School Register or of changes the Ministry approves the fields of study and maximum number of pupils, but the maximum number of pupils in different fields of study and forms of education is set by the region. Other judgements are made on material, staff and financial prerequisites for school activities. The opinion of the municipality and the region is also important in cases where the school is on their territory but is not run by them. The criteria for assessment are in accord with the long-term policy objectives of education and development of education system of the Czech Republic and of the relevant region. By recording schools in the School Register the Ministry and the region retain the possibility to regulate the educational offer.

The regional authority includes in the Register of Schools and Schools Facilities data on mateřské školy and school facilities with the exception of those run by the Ministry of Education. The Ministry includes data on the mateřské školy and school facilities run by the Ministry, on other schools, school facilities for further education of teachers, school facilities for institutional and protective education or protective educational care and school specific facilities in which practical training is organised. The regional authority passes data from the Register to the Ministry for recording and publication.

Proceedings for the exclusion of a school or school facility from the Register of Schools and School Facilities may be started by the body responsible for the Register on the basis of a written request from the responsible authority if serious shortcomings in its operations are discovered, if the institution fails to meet the conditions for inclusion in the Register or if generally binding regulations are violated. The procedure has to ensure economical use of funding allocated by the state. After exclusion the claim to funding expires. The school or its founder ensures the delivery of assessment results of pupils and the opportunity to continue in the same or similar field of study; the municipality ensures the provision for compulsory school attendance.

Since 2001 the role of the Ministry of Education in running schools has been very limited. The Ministry runs only establishments for institutional or preventive care, and institutions for in-service training of educational staff. It establishes schools and school facilities offering schooling in languages other than Czech if these have not been founded by a region or municipality and other schools and school facilities in special cases. Some other Ministries can establish schools, which provide education for the needs of their departments: the Ministry of Defence runs military střední školy and University of the Defence, the Ministry of Interior runs police and fire protection střední školy, and the Police Academy, and the Ministry of Justice runs střední školy of Prison Services, school facilities serving to them and schools and school facilities for persons in custody or in prison.

For the principles and procedures of funding under the Education Act see 2.8.1.

In terms of labour relations in schools and according to the Education Act and Act on the Educational Staff, the Ministry of Education:

- defines the roles of individual educational staff;
- sets out prerequisites for the function of educational staff and school heads;
- sets out the ways in which the individual categories of educational staff can obtain their qualifications;
- sets out the duty for educational staff to further educate themselves, the form of further education and certification; institutions which provide further education or individual programmes;
- outlines career progression and the rules for this;
- requires open competitive recruitment for selected educational posts;
- appoints and removes heads of institutions which are directly founded by it and also by the Chief School Inspector;
- determines the workload of teachers and the extent of educational work of other educational staff; its legislation form is a Government regulation.

The Work Rules for staff of schools and school facilities were issued in October 2007 (see 8.2.3.1.).

Legislation: Government regulation on fields of studies in basic, upper secondary and tertiary professional education
Legislation: Decree of the Ministry of Education, Youth and Sports which settles requisites of long-term plans, annual reports and evaluation of schools
Legislation: Act on educational staff and modification of some acts
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

Bibliography: Dlouhodobý záměr vzdělávání a rozvoje vzdělávací soustavy České republiky
Bibliography: S Evropským sociálním fondem k inovacím vzdělávání: Výroční zpráva o stavu a rozvoji vzdělávací soustavy v České republice za rok 2006. Díl I., Vzdělávání v roce 2006 v datech
Bibliography: S Evropským sociálním fondem k inovacím vzdělávání: Výroční zpráva o stavu a rozvoji vzdělávací soustavy v České republice za rok 2006. Díl II., Řešení aktuálních otázek vzdělávání prostřednictvím Evropského sociálního fondu v roce 2006

Institutions: Ministry of Defence of the Czech Republic
Institutions: Ministry of Justice of the Czech Republic

Institutions: Ministry of Interior of the Czech Republic
Institutions: Ministry of Education, Youth and Sports

2.6.1.2. Tertiary education

Tertiary education is provided by the vyšší odborné školy and vysoké školy. The responsibility of the Ministry of Education, Youth and Sports towards these two sectors of education is different.

The responsibility of the Ministry of Education towards the vyšší odborné školy is set by the Educational Act and is analogous to that of the střední školy (see 2.6.1.1.). The difference from the střední školy and the similarity with the vysoké školy lies in the fact that the Ministry also accredits the educational programmes of the vyšší odborné školy.

The vysoké školy are legal entities and as such are autonomous and self-governing, with the exception of the state vysoké školy that are financed and run by a ministry. State administration of the public vysoké školy, as set down in law, is carried out by the Ministry of Education through its department for research and higher education, which is headed by a Deputy Minister. For state institutions the Ministries of Defence and Interior collaborate with the Ministry of Education.

The conceptual responsibility of the Ministry of Education is especially evident in the preparation and publication of long-term plan for the educational, scientific, research, developmental, artistic and other creative activities for higher education, which are updated annually. Updating also includes the announcement of development programmes supporting priorities of the state, which are subsidised by the Ministry of Education. The Ministry of Education discusses and evaluates long-term policy objectives for the public and private vysoké školy and their annual updating. It prepares and publishes an annual report on the state of higher education.

The Ministry ensures the minimum quality of education through an accreditation process based on the recommendations of the Accreditation Commission (see 2.7.1.2.).

By awarding accreditation to study programmes/fields of study, the Ministry of Education can influence the network of vysoké školy. In the case of the private vysoké školy it fulfils this function by granting state approval to their establishment. By granting the state approval the Ministry also decides on the accreditation of study programmes.

The Ministry helps the vysoké školy to prepare internal regulations. The internal regulations govern the matters that are under the institution's own authority (see 2.6.4.2.) and include a number of labour rules. Internal regulations come into force only once they have been recorded by the Ministry of Education. In doing so the Ministry of Education confirms that they are in accordance with the Higher Education Act or other legislation.

The Minister appoints and dismisses members of Board of Trustees of the vysoké školy and presents to the President of the Republic proposals by the academic senate for the appointment of a rektor and proposals by scientific councils for the appointment of a professor. (For more see 2.6.4.2.).

At the higher education level there is much greater autonomy than at lower educational levels governed by the Education Act. The Ministry of Education influences or manages various procedures through financial measures. For more see 2.8.2.

The responsibilities of the Ministry of Defence and Ministry of Interior for their vysoké školy are analogous to those of the Ministry of Education. For example, the ministries maintain a register of internal regulations of the vysoké školy within their jurisdiction (after the Ministry of Education, Youth and Sports makes its recommendations), allocate funding from their sections of the state budget, monitor whether these funds are used efficiently and in accordance with the law, and act as superior bodies to the institutions in administrative proceedings. However, in the case of state institutions, these two ministries have responsibilities, which in public institutions are held by self-governing bodies, for example, to decide on the setting up, merging, splitting or closure of faculties. The relevant Minister (Defence or Interior) has certain responsibilities which, in the case of public schools, are performed by the Minister of Education, e.g. the Minister recommends to the President of the Republic the appointment or dismissal of a rektor, presents the proposals of the institution's scientific council for appointment to a professorship if the relevant institution has been granted accreditation to carry out appointment proceedings. The Minister also carries out some activities performed by public institutions

themselves, e.g. to present the long-term plan of the state institution and to report on its activities to the Ministry of Education.

Bibliography: Dlouhodobý záměr vzdělávací a vědecké, výzkumné, vývojové, umělecké a další tvůrčí činnosti pro oblast vysokých škol na období 2006-2010
Bibliography: Výroční zpráva o stavu vysokého školství za rok 2006

Institutions: Ministry of Defence of the Czech Republic
Institutions: Ministry of Interior of the Czech Republic
Institutions: Ministry of Education, Youth and Sports

2.6.1.3. Lifelong learning

The overall responsibility for education has been entrusted to the Ministry of Education, Youth and Sports. It cooperates with the Ministry of Labour and Social Affairs in areas relating to the labour market. It coordinates activities of other ministries, other central bodies of state administration and professional chambers in recognition of qualifications and other competences of citizens of other member states of the European Union.

Adult education organised by schools and leading to a defined educational level falls under the Ministry of Education, Youth and Sports and is analogous to full-time study. The Ministry determines the curriculum, length and organisation of the study. The curriculum, length and organisation of the study at higher education institutions are also within the area of responsibility of the vysoké školy.

The competence of the Ministry of Education in further education is stipulated by the Act on Verification and Recognition of Further Education Outcomes issued in 2006. The Act enables to certificate not only full qualifications but even so called partial qualifications, i.e., competences necessary for carrying out partial activities within an occupation. The Ministry of Education coordinates activities performed by central administrative authorities under the Act. For details see 7.2.

Retraining is intended mainly for the unemployed and is controlled by the Ministry of Labour and Social Affairs through Labour Offices. It may be provided only by educational institutions with study programmes accredited by the Ministry of Education, Youth and Sports.

The education of employees of enterprises and organisations is managed by the enterprises themselves.

There is a wide range of commercial lifelong learning courses, which is not subject to state control.

Institutions: Ministry of Labour and Social Affairs
Institutions: Ministry of Education, Youth and Sports

2.6.2. General administration at regional level

For regional division of the state (see 1.2.3.).

Regions have a twofold responsibility:
- first, they have autonomous responsibility as self-governing bodies,
- second, the administrative responsibilities of the central state administration.

2.6.2.1. Pre-primary to secondary education

Autonomous responsibilities of the region

A region is obliged to ensure conditions for secondary and tertiary professional education, education of disabled children, pupils, and students as well as those who are disadvantaged by their health, conditions for language education, basic artistic education and education developing personal interests and partly also conditions for executing institutional education. It establishes

- the střední školy;
- the vyšší odborné školy;
- schools and school facilities for children with health impairment incl. the základní školy speciální and schools connected to health care facilities;
- school educational and boarding facilities and school canteens for pupils of schools established by the region;
- language schools authorised to organise state language examinations;
- secondary schools with instruction in the language of a national minority;
- the základní umělecké školy;
- the dětské domovy;
- school facilities for developing personal interests.

The region manages schools and school facilities run by it. It provides these institutions with investment expenditure and running expenses, except those covered by the state (see 2.8.1.). It may, however, contribute to costs covered by the state, according to actual needs and possibilities.

The region can establish councils as bodies to implement its initiatives and control, one of which is always a council for education and employment with at least five members. This council:

- assesses schools and school facilities, academic and vocational courses in relation to demographic developments and changes in employment and expresses its opinion on their changes in the region;
- presents proposals for increasing the quality of care provided by schools and school facilities, run by the region;
- gives its opinion on proposed subsidies in the sphere of youth and sports;
- considers reports on the educational attainment of schools and school facilities run by the region.

Central responsibility transferred to regional authorities

At the regional level, central state administration is carried out by the regional authority with transferred responsibility. To ensure convergence of central and regional administrations, the administrative responsibilities of municipalities were delegated to intermediary bodies – municipal authorities of municipalities with extended responsibilities.

The regional authority establishes a department of education to control the school agenda. The head is appointed and dismissed by a regional council.

In the area of educational policy, regional authorities

- prepare and, in alternate (odd-numbered) years, amend and publish long-term policy objectives of education and the development of the education system in their area; these are based on the long-term policy objectives of the Ministry of Education for a four-year period (see 2.6.1.1.)
- prepare and publish an annual report on the state and development of the region's education system.

Both the long-term policy objectives, and the report (the structure of which is set by the Ministry) are approved by a regional council and the regional authority submits it to the Ministry of Education by 31 March. The long-term policy objectives of the region are based on the long-term policy objectives of the Czech Republic, regional demographic development, particular regional developments of the economy, labour market and society, which influence educational development, and the state and development of education system of the region.

In the area of general administration, regional authorities

- are superior administrative bodies of heads of schools and school facilities established by state, regions, municipalities or unions of municipalities;
- act as an appeal authority in cases of an appeal against a decision made by a school head or municipality;
- in matters of compulsory school attendance decide on other way of education of pupils with serious mental disability;
- appoint and remove chairpersons of examination boards for the absolutorium and for závěrečné zkoušky and maturitní zkoušky;
- assure tasks related to organisation of the common part of maturitní zkouška and decide on the revision of the course and results of maturitní zkouška;

- decide on the recognition of certificates issued by foreign schools;
- permit to establish a function of the asistent pedagoga at schools and school facilities.

Responsibilities of regional authorities in the area of funding and the management of resources see 2.8.2.

With respect to the Register of Schools and School Facilities, the regional authority
- includes in the Register the mateřské školy and school facilities;
- submits to the Ministry of Education applications of schools and school facilities run either by a region or another body, for inclusion in the School Register.

In the area of labour relations and salaries, regional authorities
- monitor adherence to labour regulations;
- organise in-service training of teachers.

Legislation: Decree of the Ministry of Education, Youth and Sports which settles requisites of long-term plans, annual reports and evaluation of schools
Legislation: Act on regions (regions' constitution)
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

2.6.2.2. Tertiary education

Tertiary Professional Education

The regions are organising bodies for the vyšší odborné školy. The autonomous and transferred responsibility of regions for the vyšší odborné školy is the same as for the střední školy (see 2.6.2.1.).

Higher Education

The Higher Education Act does not stipulate in concrete terms central administration at a regional level. In the wording of the Act preamble, the vysoké školy "contribute towards the development at both the national and regional levels and cooperate with various levels of state administration and self-government, with sphere of companies and cultural organisations". The representatives of regional self-government should be members of the board of trustees of the vysoké školy.

2.6.3. General administration at local level

Local level is represented by the municipality which is the basic unit of self-government in education.

2.6.3.1. Pre-primary to secondary education

The municipality is obliged to create conditions for compulsory school attendance (see 2.5.). It is obliged to ensure conditions for pre-primary education in the last pre-school year.

The municipality (or union of municipalities) runs the mateřské školy, základní školy and their canteens. These different schools can be established as a single legal entity.

Apart from this the municipality can establish the základní umělecké školy, school facilities for interest education (e.g. školní družiny, školní kluby), school specific facilities (e.g. swimming schools, school farms, střediska praktického vyučování) and if it has a reason and resources then schools usually established by a region (střední školy and vyšší odborné školy), or by the Ministry of Education.

School heads of schools run by municipalities are appointed and dismissed by municipal councils on the basis of open competitions for posts and taking into account the opinion of the školská rada.

The municipality covers their investment and non-investment expenditures with the exception of direct educational costs (wage costs, teaching aids, textbooks and other), which are covered by the state,

although it can contribute to these costs.

The municipality pursues its interests, the interests of parents or other legal guardians of the children and of the pupils and teachers towards school institutions within the municipality area.

The municipality discusses with the heads of schools and school facilities which it manages concepts of further development, budgets and material conditions necessary for operations, personal and social conditions for employees, requirements leading to better care and how costs related to such improvements will be covered, and reports on educational activities' results. It takes a similar approach in discussing these issues with the head of institutions run by other bodies within its area.

The municipality decides on measures based on the results of school inspection in institutions under its control.

Legislation: Law on municipalities (municipalities' constitution)
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

2.6.3.2. Tertiary education

Tertiary professional education

The role of municipalities towards the vyšší odborné školy is stipulated by the Education Act. The municipality (or union of municipalities) can establish or withdrawthe vyšší odborné školy and school facilities serving to them if it proves sufficient financial, material and human resources to the body which administers the Register of Schools and School Facilities, in this case it is the Ministry of Education, Youth and Sports. The role of the municipality in assuring their activity is analogous to the responsibilities of municipalities towards the střední školy (see 2.6.3.1.).

Higher education

The Higher Education Act does not specify the role of municipalities but representatives of the regional self-governing authorities (thus of municipality as well) are also members of the board of trustees of the public vysoké školy.

2.6.4. Educational institutions, administration, management

The status of institutions differs substantially in. institutions from the mateřské školy up to the vyšší odborné školy established by the self-governing territorial units and set up by Education Act (see 2.6.4.1.), and in tertiary education under the Higher Education Act (see 2.6.4.2.).

2.6.4.1. Pre-primary to secondary education

Schools have the status of legal entities under the law. As many základní školy and mateřské školy are very small (see 3.16. and 4.18.) and being a legal entity is more of a burden than an advantage, they remained component parts of the municipality until the end of 2002 at the latest.

During 2003 many schools were merged to make them more effective and economical. The Education Act enables various schools and school facilities of one organising body to function under one directorate. Thus in case of small municipalities, it was possible to merge a mateřská škola and základní škola within one institution.

Regions also merged some střední školy of different types and areas of specialisation, which were not legal entities but were too small and not sufficiently cost-effective.

Schools founded by ministries or territorial self-government bodies (public schools) can have the legal form of a) subsidised organisations or school legal entities (if they are established by the region, municipality or the Ministry of Education, Youth and Sports) or b) organisational units of the state (if

they are established by the Ministry of Defence, Ministry of Interior or Ministry of Justice).

The most frequent form of public schools is a form of subsidised organisation. Schools established in this legal form administer property transferred to them by the organising body (state, region or municipality), receives resources from it for their activity; they are usually non-profit-making.

The school legal entity is a new legal form of non-profit organisation whose activity is limited to the educational sphere.

Schools run by church or religious societies (denominational schools) should be established as school legal entities.

Private schools are schools established by legal entities other than those mentioned above or by physical persons. Legal forms are generally covered by the commercial code (e.g. Limited Liability Company, joint-stock company, etc.). They can also take the form of public benefit corporation and also (recently) of school legal entities.

The necessary prerequisite for activities of public, denominational and private schools is to be recorded in the Register of Schools and Schools Facilities (in the Register of School Legal Entities).

Funding of denominational and private schools is different (see 5.19.3.).

School head

The school head is responsible for the management of a school:

- decides on all matters concerning the provision of education;
- is liable for the school providing education in compliance with the Education Act and curricular documents, for the professional and pedagogical level of education;
- creates conditions for in-service training of teachers, for inspections to be carried out by the Czech School Inspectorate and adopts measures resulting from such inspections;
- prepares the annual report on the school's performance, submits it to the školská rada for approval, then passes it to the founder and makes it public;
- ensures that parents and mature pupils are provided with information on the course and results of education;
- ensures cooperation in implementing programmes for evaluation of educational achievements required by the Ministry;
- is responsible for ensuring the supervision of children and minor pupils at schools.

The head of a school established by the state, a region, a municipality or a union of municipalities manages the institution he/she is responsible for, fulfils the role of an organisational head with authority in the area of financial management. Apart from the annual report he/she submits an analysis of economic results in accordance with the requests of the Ministry. In the area of labour relations teachers and school heads are technically the employees of the schools, school heads appoint and dismiss their deputies. The school head decides on rights and duties relating to state administration as follows:

- in the matters of compulsory school attendance (see 2.5.), i.e. admission of the pupil, his/her transfer into another educational programme, permission or cancellation of individual (home) education etc.;
- admission of a child to a mateřská škola;
- admission to a střední škola, vyšší odborná škola and conservatoire;
- content of admission examination and the závěrečná zkouška and maturitní zkouška,
- interruption of education, conditional expulsion and final expulsion from the school and change of field of education;
- decreasing and waiving fees for the provision of education and school services, awarding or revoking scholarships;
- amount of parents' contribution to school meals;
- changes of curricular documents in the extent set by the time tables; he/she discusses the level of potentially increased costs with the founder of the school.

The appointment of school heads depends on a school's responsible body (see 2.6.2. and 2.6.3.). The founder can dismiss the school head only in certain cases set by law. These include the loss of prerequisites for performing the function, grossly violation of legal duties, reaching the age of 65, organisational changes leading to the cancellation of the function.

For conditions of service see 8.3.1. and 8.3.2.

Školská rada

The školská rada is a body allowing parents, major students, school employees, citizens and other persons to be involved in school administration. It is established by a school's organising body (základní škola, střední školy, vyšší odborná škola), which at the same time specifies the number of its members and issues rules for their election. In private and denominational schools the function of the školská rada is fulfilled by the school head. If a legal person manages more than one such school, only one školská rada need be established. A separate školská rada must be established for a vyšší odborná škola.

One third of the members are appointed by the schools' organising body, one third by teachers from among themselves and one third by the pupils or their parents. They are elected for a period of three years. The school head is not a member but must take part in meetings if invited and must provide any documents requested for discussion. The školská rada meets at least twice a year.

The školská rada:
- approves the school's annual report (see 9.4.1.1.), discusses the budget, expresses its opinion on analyses of economic results, and proposes measures to improve economic results;
- gives its opinion on the proposals of school educational programmes and their implementation;
- approves rules for evaluating the results of pupils' education at základní škola and střední škola;
- approves the internal Rules of Order, Scholarship Rules at střední školy and vyšší odborné školy, and proposes amendments to these;
- participates in drawing up strategic objectives for school development;
- discusses inspection reports of the Czech School Inspectorate;
- makes suggestions and delivers notices to the head teacher, founder, state bodies involved in the school system, and other state administration bodies.

Different civic associations are established at majority of schools. Their responsibilities are covered by the Act on Association of Citizens.

Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

2.6.4.2. Tertiary education

The administration of the vyšší odborné školy is governed by the Education Act (see 2.6.4.1.).

The vysoké školy enjoy a high degree of autonomy and this is reflected in their bodies as defined by the Higher Education Act.

The vysoké školy have guaranteed academic freedoms and academic rights. These are as follows:
- the freedom of scientific, research and artistic work, and freedom to publish their results;
- freedom of instruction consisting primarily in openness to different scientific ideas, scientific and research methods and artistic styles;
- the right to study, which includes a free choice of the field of study within study programmes and the freedom to express individual opinions during instruction;
- the right of the academic community's members to elect representative academic bodies;
- the right to use academic insignia and to perform academic ceremonies.

All vysoké školy, not only public ones, are forbidden to set up or organise political parties and political movements. The operations of trade unions at a higher education institution are subject to decisions of the institution's management.

The level of self-government and how it relates to the state administration differ between the public, private or state vysoké školy.

For the public vysoké školy, self-government includes primarily:
- decisions on internal organisation;
- setting the number of students admitted, admission requirements, formulating and providing study programmes;

- the organisation of study;
- decisions concerning the rights and obligations of students;
- the orientation and organisation of scientific and other creative activities;
- labour relations and setting the number of academic and other staff;
- procedures for obtaining venium docendi and procedures for appointment to a professorship;
- co-operation with other higher education institutions and international contacts;
- the establishing of self-governing academic bodies;
- management of assets;
- setting the level of fees associated with studies.

The self-governing bodies of a public vysoké škola consist of an academic senate, a rektor, a scientific (artistic, academic) council and a disciplinary commission.

Other bodies include a board of trustees and a kvestor.

Academic senate

The academic senate of a public vysoká škola is a self-governing body whose members are elected from among the members of the academic community (i.e., from students and academics) by a direct vote with a secret ballot. Students may form between one third and one half of its members. The number of the senate members, the way they are elected, the bodies within the senate and their activities are determined by the internal regulations of each public higher education institution. The term of office for individual senate members is a maximum of three years and meetings of the senate are public. The academic senate passes resolutions through a secret vote on issues set in the Higher Education Act; in other cases, the method of voting is set out in internal regulations.

The academic senate is involved:

- in decisions on the establishing, organisation and abolishing of the higher education institution's constituent parts;
- in approving internal regulations of the institution and its constituent parts;
- in approving the budget and controlling the finances of the institution;
- in approving annual reports on the activities and management of resources of the institution;
- in approving evaluation of the institution's activities;
- in approving proposals for appointing and dismissing members of the scientific council or a disciplinary commission;
- in approving admission requirements to study programmes that are not organised in faculties;
- in approving proposals for the appointment of a rektor or recommending their dismissal;
- in approving the long-term plan of educational, scientific and other creative activities and its annual up-dating;
- on the rektor's proposal, cancelling an internal regulation, decision or other operation of a body which is part of a public vysoká škola or suspending its efficiency if this internal regulation, decision or operation is in the contradiction with special regulations or internal regulations of the public vysoká škola;
- in expressing opinions on the rektor's proposal cancelling an internal regulation, decision or other operation of a body which is part of a public vysoká škola or suspending its efficiency if this internal regulation, decision or operation is in the contradiction with special regulations or internal regulations of the public vysoká škola expressing opinions
- in expressing opinions on the rektor's intention to appoint or dismiss their deputy;
- in expressing opinions on proposals for study programmes that are not organised in faculties;
- in expressing opinions on legal procedures requiring the assent of the board of trustees;
- in expressing opinions on suggestions and opinions of the board of trustees.

Rektor

A public vysoká škola is headed by a rektor who acts and decides on the affairs of the institution. In cases when a special regulation supposes an activity of a statutory body, it is in the rector's responsibility. The rektor is appointed and dismissed by the President of the Republic on the recommendation of the academic senate submitted through the Minister of Education. The same person may perform the office of a rektor only for two consecutive four-year periods. The rektor may appoint the vice-rector to act on their behalf in certain matters.

Scientific Council

The scientific council of a public vysoká škola (in the case of arts programmes this is an artistic council and in the case of non-university vysoké školy, the academic council) debates the long-term plans of the institution and approves study programmes which do not fall within the purview of the relevant faculty. Furthermore, it acts as set down by the Higher Education Act during procedures for obtaining a venium docendi or for appointment to a professorship. The scientific council members are selected from the ranks of recognised representatives of the fields in which the institution carries out educational, scientific, research, developmental, artistic and other creative activities. At least one third of the scientific council members are external staff working outside the academic community of the relevant vysoká škola. They are appointed and dismissed by the rektor, who chairs the scientific council.

Disciplinary Commission

The disciplinary commission of a public vysoká škola discusses disciplinary transgressions of students if they are not enrolled at any of its faculties (if they are enrolled at a faculty, their transgressions are subject to proceedings in the relevant faculty). Its chairperson and members from the ranks of the academic community are appointed by the rektor (one half of the members are students). The term of office of the disciplinary commission members is a maximum of two years.

Board of Trustees

The board of trustees of a public vysoká škola ensures that the institution adheres to the aims for which it was founded and that public interest is taken account of in its existing and future projects. Apart from this, the board of trustees gives written assent to all legal procedures concerning the institution's management of fixed, and partially also movable assets, to legal procedures by which the institution aims to acquire a liability or a right of pre-emption, to legal procedures by which the institution aims to establish another legal entity, and on monetary and non-monetary investments in these or other legal entities. It expresses an opinion on the long-term plans of the institution, on its budget, on the evaluation of the institution and annual reports on its activities and management of resources. Its views are made public. The Minister of Education appoints members of the board for a six-year term of office. The Minister, together with the rektor, ensures that the members are leading representatives of public life, local government and the state administration. Staff of a public higher education institution may not become members of their own institution's board of trustees. Meetings of the board are open to the public; they are set and chaired by its chairperson. The standing orders for the board of trustees are set out in a statute approved by the Minister of Education.

Kvestor

The kvestor is in charge of the management of resources and internal administration of a public vysoká škola. He/she is appointed and dismissed by the rektor, who also determines when and to what extent the administrator may act on behalf of the institution.

Internal regulations

Self-governing bodies of a public higher education institution are governed in their activities by general regulations, but they also have their own internal regulations. The regulations include a statute, standing orders and election procedures for the academic senate, internal wage regulations, standing orders for the scientific council, regulations concerning recruitment proceedings associated with the filling of academic posts, study and examination regulations, scholarship regulations, disciplinary regulations for students or other regulations as required by the specific situation of each institution.

The most important of the internal regulations is the statute, which comprises:

- the name, address and type of the vysoká škola;
- the legal predecessor;
- admission requirements and application procedures;
- admission requirements for foreign applicants;
- a list of accredited study programmes organised at the institution and list of study fields in which the institution is authorised to perform procedures for appointment venium docendi and for appointment to a professorship;

- definition of the content, conditions and frequency of evaluation of the institution's activities;
- the organisational structure of the institution;
- provisions concerning fees charged for studies;
- rules for the use of academic insignia and for the performance of academic ceremonies;
- rules for the management of resources.

Internal regulations of a public vysoká škola are subject to registration, which is carried out by the Ministry of Education on the request of the rektor. If any discrepancies or conflicts with legal provisions are discovered during this process, the Ministry calls on the relevant higher education institution to redress such inconsistencies within an appropriate time limit.

Structure of the vysoká škola

If a public vysoká škola is divided into institutional parts – faculties, institutes, units where scientific, research, developmental, artistic, or other creative work is carried out, establishments serving various cultural and sporting purposes or providing accommodation and meals for the academic community, specialised units ensuring provision of some study programmes or some of the institution's operations etc. – then there is a division of powers between the institution as a whole and these constituent parts.

The most common unit of a public vysoká škola is a faculty. Its self-governing academic bodies are the faculty's Academic Senate, the Dean (who may be represented by his/her Deputy), a faculty Scientific Council and a faculty Disciplinary Commission. Another body is the secretariat. The tasks of these bodies are analogous to those of the Academic Senate of the institution, the rektor, the Scientific Council of the institution, the Disciplinary Commission of the institution and the kvestor. However, their responsibilities are limited to discussing and deciding upon faculty issues. Faculties do not appoint boards of trustees. The faculty issues which fall within the scope of its autonomy are governed by internal regulations, which include the faculty's statute, standing orders and election procedures for the Academic Senate and standing orders for the Scientific Council, disciplinary regulations for students and possibly other regulations necessary for the operation of the faculty.

A higher education institute may be an institutional part of a public vysoká škola, which deals with scientific, research, developmental, artistic and other creative activities. The Academic Senate of a public higher education institution decides upon its establishment. It is headed by a director – appointed by the rektor – who may appoint the institute's scientific (artistic, academic) council.

The provision of some study programmes requires the setting up of specialised workplaces. These may include agricultural or forestry farm or faculty hospitals. Such establishments are subject to further legal regulations in addition to those of the Higher Education Act.

The state vysoké školy, i.e. University of Defence and the Police Academy, provide specialists in these two fields and comply with their requirements.

Legislation: Act on Higher Education Institutions (the Higher Education Act)

2.7. Internal and External Consultation

Consultation between different parties takes place within schools, between schools and in the educational sector as a whole. This is discussed in chapter 2.7.1.

Consultation between schools as institutions and the educational sector with the "non-educational" environment is dealt with in chapter 2.7.2.

2.7.1. Internal consultation

Internal consultations are carried out in a different way in education administered by regions and municipalities (see 2.7.1.1.) and in higher education (see 2.7.1.2.).

2.7.1.1. Pre-primary to secondary education

A pedagogical council is established by a school head as an advisory body and includes members of the teaching staff. The council has both regular meetings and ad hoc ones to deal with particular educational difficulties. Larger schools have also subject commissions.

Pupils' participation in the school's activity is set up by the Education Act. Pupils and students are entitled to establish self-governing bodies, to elect and be elected to such bodies, to work for them and through them to contact the school head, whereas the school head is obliged to deal with the opinions and comments of such self-governing bodies. They have a right to express their opinions on all decision concerning essential matters of their education. They have a right to elect and be elected to the školská rada if they are of legal age (see 2.6.4.1.). Furthermore they are entitled to information and guidance assistance of the school or guidance facility in educational matters.

Pupils and students and their parents have a right to information on the course and results of their education.

Consultation with parents is carried out in regular teacher-parents consultations, usually four times a year and individually if required. Parents are obliged to participate personally in discussing serious matters concerning the education of the child. Teachers, parents and pupils who are of legal age can be members of the školská rada (see 2.6.4.1.) and parents can also be involved in other bodies.

Consultations are needed chiefly in the transitional period of the pupil's educational path (see 2.4.2.). In addition to teachers, the guidance centres of the educational department also participate in this phase, as described in chapters 4.15., 10.3. and 10.5.3., as do Labour Offices, as described in chapter 2.7.2. and 7.3.2.

If schools have similar administrations or are in close geographical proximity, they may consult informally concerning the transfer of pupils. Most schools hold open days during which they provide information on the content and process of education and provide an opportunity to make potential students and their parents, as well as teachers from surrounding schools, familiar with the school. Open days are also held by the vysoké školy.

There are also other forms of cooperation between schools, such as: providing the results of practically oriented activities of vocational schools to the mateřské školy or základní školy (e.g. decoration, toys etc.), teaching practice by secondary pedagogical school pupils and students of faculties of education at schools for which they are preparing.

Teachers of individual educational levels or subject areas form associations which serve to enforce the interests of particular education bodies (Association of Pre-school Education, Association of Basic Education Teachers, Association of Základní Školy Heads, Association of Gymnázium Heads, Association of Střední Školy Heads according to their professional focus, Association of Vyšší odborné školy, Association of Teachers of History etc.). Associations also express their opinions on curricular issues (within the consultation procedures or through the ad hoc formation of the ministerial advisory bodies).

There are also professional special-interest organisations of educational staff (see 2.7.2.).

The Ministry od Education, Youth and Sports has also its advisory bodies. Some of these are established by the Ministry to fulfil specialised tasks (see 2.6.1.), others are departmental advisory bodies. These are the Accreditation Commission (for in-service training of educational staff), which is composed of the representatives of the vysoké školy, the National Institute for Further Education, the Ministry, the Accreditation Commission for Retraining composed of the representatives of the Ministry of Education, Youth and Sports, Ministry of Industry and Trade, Ministry of Labour and Social Affairs, and others. In 2003 the Council for Research of General Interest Courses was established as well as the Board for Youth – the advisory body of the Minister, since 2002 replacing the National Committee for Children, Youth and Family.

A summary of super-sectoral bodies is given in chapter 2.7.2.

Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)
Legislation: The law on associating citizens

Institutions: Asociace obchodních akademií
Institutions: Asociace pedagogů základního školství ČR
Institutions: Asociace předškolní výchovy - APV
Institutions: Asociace středních pedagogických škol
Institutions: Asociace středních průmyslových škol ČR
Institutions: Asociace vyšších odborných škol
Institutions: Asociace ředitelů církevních škol
Institutions: Asociace ředitelů gymnázií České republiky
Institutions: Asociace ředitelů středních zdravotnických škol Čech, Moravy a Slezska
Institutions: Asociace ředitelů základních škol ČR
Institutions: Asociace školských manažerů
Institutions: Asociace školských poradců
Institutions: PAU
Institutions: Sdružení soukromých škol Čech, Moravy a Slezska
Institutions: Sdružení učňovských zařízení
Institutions: Czech Association of Schools of Profesional Higher Education
Institutions: Česká manažerská asociace

2.7.1.2. Tertiary education

Internal consultations at the vyšší odborné školy are similar to those for secondary education. Nevertheless, the content of education is created in a different way. Each school stipulates its educational programme itself, but the programme has to be submitted to the Ministry of Education for accreditation (in case of healthcare and medical fields of study with previous consent of the Ministry of Health). The Ministry of Education gives an accreditation on the basis of the statement of the Accreditation Commission for tertiary (non-university) education, whose 21 members are appointed and removed by the Minister of Education who selects professionals from the vysoké školy, vyšší odborné školy and the world of work for the function. They are appointed for a six-year term. Internal organization of the Accreditation Commission is stipulated by a statute issued by Ministry of Education and published in the Bulletin of the Ministry of Education, Youth and Sports. Accreditation of an educational programme is prerequisite for recording the field of study in the School Register and thus providing instruction and granting a graduate title.

The Higher Education Act determines two principal bodies that participate in the working and further development of higher education. These are the Accreditation Commission and the representation of the vysoké školy at the national level.

The Accreditation Commission fosters the quality of higher education and evaluates all aspects of educational and research, scientific, developmental, artistic or other creative activities of the vysoké školy. The Commission expresses its views on:

- applications for accreditation of study programmes;
- applications for state authorisation to perform procedures for appointment venium docendi, for appointment to a professorship;
- establishing, abolishing etc. faculties of a public vysoká škola;
- granting state permission to a legal entity that intends to operate as a private vysoká škola;
- deciding the nature of a vysoká škola (university/non-university).

If in the process of evaluating the institution the Accreditation Commission discovers some serious shortcomings in its quality management, it may propose various measures to the Ministry of Education, ranging from an appeal to redress those shortcomings to a withdrawal of accreditation of a study programme and a ban on carrying out state examinations and on awarding degrees.

The members of the Accreditation Commission, its chairperson and vice-chairperson are appointed by the Czech Government for a six-year term of office on the recommendation of the Minister of Education. Only distinguished individuals whose integrity and professional authority are generally recognised may become members of the Accreditation Commission. They are independent in this function. Their functions are set out in the Accreditation Commission statute, which has been approved by the Government and is available to the public.

The Accreditation Commission also represents the Czech Republic in the International Network for Quality Assurance Agencies in Higher Education (http://www.inqaahe.nl/) and consequently in the European network for Quality Assurance in Higher Education (http://www.enqa.net/) and in the Central and Eastern European Network of Quality Assurance Agencies in Higher Education (http://www.ceenetwork.hu). (For more on the Accreditation Commission's activities see 9.4.2.2.)

The Council of Vysoké Školy are represented at the national level by the Council of Vysoké Školy and by the Czech Rectors' Conference. The range of activities of both bodies is provided for in the Higher Education Act.

The Council of Vysoké Školy is a body consisting of members of the academic community nominated by the Academic Senates of all vysoké školy. It is headed by an elected chairperson and vice-chairpersons. The functioning of the Council and its structural parts (board, commission, working groups etc.) are set out in its statute.

The Czech Rectors' Conference is a body consisting of representatives of the vysoké školy (rektoři, presidents, directors etc.). It is headed by an elected chairperson and a chancellor and its procedures are laid down in its statute.

Both bodies representing higher education at the national level negotiate with the Minister of Education on proposals and measures which significantly concern the vysoké školy. These include, for example, changes to higher education legislation, higher education policy principles, priorities in the development of higher education, and the rules for allocation of state subsidies to individual vysoké školy.

However, there are several other external bodies that influence the functioning and development of higher education.

Most importantly, there is the club of the kvestoři, which is a voluntary organisation seeking to establish co-operation between the vysoké školy in the areas of finance and administration.

A further important body is the Centre for Higher Education Studies – see 2.6.1.

Institutions: Council of Higher Education Institutions
Institutions: Accreditation Commission
Institutions: Czech Rectors' Conference

2.7.2. Consultation with society at large

Social partners can be involved at the central, regional and local levels, and at the level of industries in vocational education.

A separate area of consultation involves guidance and job opportunities for graduates (see 10.6.10.1. and 7.15.).

Central level

At the governmental level there are a number of different advisory bodies. Some of them operate in the education and scientific spheres and their members or the members of their teams are representatives of educational sector or the vysoké školy.

The Rada hospodářské a sociální dohody (Council of Economic and Social Agreement), a tripartite government consultative body, represents an institutionalised platform for social dialogue between the Government, trade unions and employers. It has seven representatives from the Government, from unions and from employers. It includes a Working Group for Education and Human Resources, chaired by a Deputy Minister of Education, Youth and Sports.

The Rada pro výzkum a vývoj (Government Research and Development Council) develops trends in this area. is the members are also representatives of the Ministyr of Education, Youth and Sports. The Council has 15 members, including representatives of the vysoké školy.

The Rada pro udržitelný rozvoj (Government Council for Sustainable Development) deals with the strategic aspects of development. It has 28 members, including a representative of the Ministry of Education, Youth and Sports.

The system of fields of study is stipulated by the government after consultations with relevant central trade union bodies, relevant employers' organizations with nation-wide competence, and regions.

The Framework Educational Programmes are issued by the Ministry of Education after consultations with relevant ministries. The Ministry of Education discusses the Framework Educational programmes also with relevant central trade union bodies, relevant employers' organizations with nation-wide competence, and regions prior to their publication.

A new advisory body of the Ministry of Education is the National Council for Qualifications established on the basis of the Act on Verification and Recognition of Further Education Outcomes in summer 2007. The council is of supra-departmental importance. Its task is to discuss the development of the National Qualifications Framework (see 7.2.), monitor the labour market and requirements of employers, and to project the requirements into both the content of qualifications and fields of study.

Social partners have become increasingly interested in the relevance of education to the labour market. Their interest is focused on vocational and technical education (especially vocational training) and lifelong learning. Among employers, the Svaz průmyslu a dopravy České republiky (Association of Industry and Transport of the Czech Republic) has taken the most active approach; this is the largest employers' organisation, with both collective and individual members and representing nearly 1800 bodies, followed by the Unie zaměstnaneckých svazů (Union of Employers' Unions), the Hospodářská komora České republiky (Economic Chamber of the Czech Republic). Among trade unions there is the Českomoravská konfederace odborových svazů (Czech and Moravian Chamber of Trade Unions) – the biggest trade union centre in the country. These pay special attention to content issues, especially in relation to the preparation of standards, legal standards improving the structure of initial vocational education and its financing, including the handing over of certain responsibilities to the economic sphere. They are seeking to change the economic rules so as to engage companies in education and so they are interested in participation in education.

Different tasks are performed by the school trade unions, chiefly the Českomoravský odborový svaz pracovníků školství (Czech and Moravian Trade Union of Workers in Education) and Vysokoškolský odborový svaz (University Trade Unions) and two unions which cover school professional and special-interest organisations: Unie školských asociací ČR – CZESHA (School Associations Union of the Czech Republic) with 15 members and Stálá konference asociací ve vzdělávání – SKAV (Standing Conference of Associations in Education) with 17 members. These defend the interests of teachers and pupils and express their opinion on the matters and functioning of education system. At the same time the CZESHA and other 4 school associations are members of the Unie zaměstnavatelských svazů (Confederation of Employers' Unions).

Regional level

Regions are beginning to have more conceptual and practical influence in secondary and especially secondary technical and vocational education. District and regional Economic Chambers and companies are gaining increasing influence.

The common interest of the regions pushes forward and protects the Asociace krajů České republiky (Associations of Regions of the Czech Republic) and the Svaz měst a obcí České republiky (Union of Towns and Municipalities of the Czech Republic), which is very active in education.

Social partners at the regional level are also responsible for lifelong learning. Regionální rady pro rozvoj lidských zdrojů (Regional Councils for Human Resources Development) have gradually been established. They are formed from representatives of regions and social partners, employment services, educational institutions, schools, companies and regional agencies.

Institutional level

The Education Act presumes that central bodies and various other organisations, including firms, will provide schools with assistance in education and training, in updating educational content and in ensuring personnel and material conditions for work.

No binding legal framework involving all social partners in education has yet been established and at present all participating parties are involved on a voluntary basis. This shortage is felt most in the field of technical education.

Nevertheless, the střední školy and vyšší odborné školy collaborate with companies in various municipality areas according to their professional focus. This type of co-operation is less frequent for a gymnázium, and more intensive in vocational education, where curricula specify the scope of practical education and training.

Company employees contribute to education to a certain degree as external teachers, and schools may also organise courses for a company's employees.

Transition from school to work

Co-ordination between education and the world of work is dealt with through co-operation between the Ministry of Labour and Social Affairs and the Ministry of Education. Its role is traditionally the harmonisation of qualification requirements and content and levels of education.

The Ministry of Labour and Social Affairs, which is responsible for employment policy, has established Labour Offices. All of these include Information, Advice and Guidance Centres which are aimed at preventing unemployment (see 7.15.).

Institutions: Association of Regions of the Czech Republic
Institutions: Economic Chamber of the Czech Republic
Institutions: Confederation of Employers' and Entrepreneurs' Assotiations of the CR
Institutions: Ministry of Labour and Social Affairs
Institutions: Ministry of Education, Youth and Sports
Institutions: Standing Conference of Assotiations in Education
Institutions: Union of Towns and Municipalities of the Czech Republic
Institutions: Confederation of Industry of the Czech Republic
Institutions: Unie zaměstnavatelských svazů ČR
Institutions: Unie školských asociací - CZESHA
Institutions: Czech-Moravian Confederation of Trade Unions

2.8. Methods of Financing Education

Education is funded first and foremost from public budgets: from the central state budget and from the budget of the territorial administrative units – regions and municipalities.

Funds are also earned from schools' economic activities and from schools' participation in international programmes. There is a clear effort to increase the level of contributions from families. Financial costs of vocational training, which were borne by companies before 1989 (this represented about 20% of funds granted from the state budget), have been transferred to the state. The funding from companies is now negligible.

The funding mechanism changed fundamentally in 1992 from funding for institutions to formula funding ('per capita'): amounts of non-capital expenditures per pupil/student are set down by the Ministry of Education, Youth and Sports. The majority of non-capital expenditures are financed by regulatory standards. A smaller proportion of non-capital expenditure is allocated to specific purposes. Capital expenditures are not funded on a 'per capita' basis.

The Ministry of Education is responsible for the implementation of the state funding policy on the education sector:

- it determines the basic principles governing the funding of schools and school facilities from the state budget;
- it submits background information for the drawing up of the state budget (for the educational sector – chapter 333), and determines its basic breakdown (the volume of funds allocated to schools providing education at ISCED level 0to 5B, to higher education, research, youth, sports, etc.);

- it sets the binding principles for allocating funds both by the centre and regions (the basis for the základní školy is prepared by municipalities with extended responsibilites);
- it allocates funds directly to institutions under its direct control, to denominational schools, to the public vysoké školy, and to a small extend to the private vysoké školy;
- it allocates to regions funds earmarked for institutions under their direct control, as well as for schools run by other authorities, using annually stipulated national per capita amounts for covering direct educational costs and school services;
- it itemises and allocates funds beyond the set level to schools and school facilities run by all authorities, providing that they carry out a pilot verification of new forms and methods of teaching, as well as funds for development programmes announced by the Ministry of Education;
- it sets terms for providing subsidies to private schools and school facilities;
- it annually publishes rules for providing subsidies to the public as well as private vysoké školy;
- it checks the use of allocated funds.

Financial flows are different in education administered by regions and municipalities (institutions from preprimary to upper secondary and the vyšší odborné školy – all regulated by the Education Act), in higher education and in further education.

For the principles and procedure of funding of education administered by the Education Act see 2.8.1. For the principles and procedures of higher education funding (under the Higher Education Act) see 2.8.2. For funding of further education see 2.8.3.

Legislation: Act on budgetary rules and amending some related Acts (budgetary rules)
Legislation: Act on the state budget of the Czech Republic for 2007
Legislation: The law on the State control

2.8.1. Pre-primary to secondary education

Education regulated by the Education Act (ISCED 1-3, 5B) is funded from the central state budget and from the budget of the organising bodies.

Capital expenditures of schools are covered from the budgets of their organising bodies, i.e., in the case of a mateřská škola and základní škola from the municipal budget, for the střední školy and vyšší odborné učiliště from the regional budget, and in the case of private and denominational schools from the budget of private and denominational organising bodies.

The financial flows from the central state budget are determined by the legal powers of individual state administration bodies and self-governing bodies in education and by the structure of organising bodies. Since 2003 the public financial flows are as follows:

Major part of running costs of schools – direct educational costs, i.e., salaries and taxes and other deductions from salaries, textbooks and teaching aids in the základní škola if they are provided free of charge, in-service training of educational staff and activities connected with the school development – are covered from the central state budget.

Other running costs are covered by the organising body (municipalities or regions), in case of private or denominational schools they are covered from the state budget.

The per capita method has developed since its introduction and further determining and adjusting factors have been applied to it. The fundamental measure was that the labour costs were set by the Ministry of Finance as a binding indicator of the education budget. That is why – apart from the per capita amounts – the maximum allocation for salaries and the number of employees in the education sector was also set by the Ministry of Education for education administered by the Education Act every year.

As regions have gained a great deal of autonomy in education from 2002 and the detailed breakdown of funds was not in accordance with this fact a new element was introduced in 2003 per capita amounts for pupils of individual types and kinds of schools were replaced by the so-called national (until 2004 called the aggregated) per capita amounts. They were set at the central level for 4 basic levels of education on the basis of age (pre-primary ISCED 0 age 3-5, basic ISCED 1+2 age 6-14,

upper secondary ISCED 3 age 15-18, tertiary professional ISCED 5 B age 19-21). Another category "a child, pupil, student placed in regional school facilities of institutional education for children and youth" was introduced in 2006. The national per capita amount was designed as a quotient of the total sum of direct non-investment costs from the state budget and the total number of pupils in school and school facilities of the corresponding age group in full time study programmes. The national per capita amounts are set on the basis of the previous year related to the expected performance (number of pupils in relevant age groups) and to financial determinants of expected changes. For example in 2004 it was the transition from twelfth to sixteenth level of salary scale. For 2005 these were the extension of the základní škola timetable by two hours and the increased amount to textbooks and teaching aids required during compulsory school attendance. In 2007, all per capita amounts increased almost by 5% in order to cover increase in wage tariffs. Per capita amounts in the 6-14 age group increased by 9.6% due to increase in the number of teaching hours in years 6 and 7 as well as increase in the number of foreign language lessons.

A limitation of the number of employees per 1000 pupils in the relevant age category is a part of the national per capita amount. (It has been increased for the same reason for 6-14 age group.)

For 2005, 2006 and 2007 the national per capita amounts were set as follows:

Age	2005	2006	2007
3-5	33 284	34 478	36 183
6-14	35 641	37 907	41 542
15-18	46 650	48 414	50 775
19-21	39 880	41 848	43 905
3-18*		177 592	186 905

Source: Rozpočet resortu školství, kapitola 333-MŠMT státního rozpočtu České republiky, za roky 2005 a 2006. (Education sector budget, chapter 333-MEYS of the State Budget of the Czech Republic for years 2005, 2006 and 2007.)

* in regional school facilities of institutional education for children and youth

The Ministry of Education allocates resources to regions according to a formula funding: the number of pupils in each category multiplied by the national per capita amounts. The total amount is intended not only for teaching but for other educational costs and school services, too.

Every regional authority determines and publishes its own system of per capita amounts per capacity unit (i.e. child, pupil, fed, housed, etc.) for particular study and vocational branches, types and forms of studies at schools and school facilities within its territory according to the rules stated in the decree of the Ministry of Education, Youth and Sports on regional per capita amounts and on the basis of the long-term policy objectives of the region. Regions distribute resources to schools according to the product of number of pupils and their regional per capita amount.

Non-investment per-capita amounts for private schools are set annually by the Ministry of Education. Private schools are allocated resources calculated on the basis of these formulas by the regional authorities.

Denominational schools and school facilities are funded directly by the Ministry of Education p by the per capita amounts set for private schools; the funding for the maintenance of property which does not belong to the state is not included. For a full description of the financing of private and denominational schools see 5.19.3.

Legislation: Decree of the Ministry of Education, Youth and Sports on regional per capita amounts
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)
Legislation: Act on budgetary rules of local and regional budgets

2.8.2. Tertiary education

Vyšší odborná školy

The vyšší odborné školy are funded under the Education Act. The funding principles are explained in the chapter (2.8.1.) In these schools students partly participate on the costs (see 6.7.1.).

Vysoké školy

The management of the vysoké školy is set by the Higher Education Act.

State vysoké školy are funded from the state budget – i.e. from budgetary resources of central bodies, which administer the relevant institutions (the Defence University from the Ministry of Defence, the Police Academy from the Ministry of Interior). These Ministries set the amount of fees at their institutions.

For financing of the private vysoké školy see chapter 6.17.

Financing of public vysoké školy is described in this section.

Funding of the public vysoké školy is multi-source. The main sources of their financing (almost 80% of the vysoké školy anual income) are funds provided from the state budget. Other resources comprise fees associated with studies, yields of property, yields of main and auxiliary activities and gifts and legacies. Means provided from other public resources (from state resources, National Fund, regional and municipal budgets) are rather exceptional.

Public vysoké školy must draw up balanced budgets. A financial audit is carried out at the end of a calendar year and the results are submitted to the Ministry of Education, Youth and Sports.

The revenue from the state budget

The vysoké školy receive funds from the state budget both for running and capital costs; the proportion was 75:25 respectively in 2006. The funds are provided in the form of grants, their balance is transferable to the next year, or subventions which are (with the exceptions set by the Higher Education Act) non-transferable. Grants are provided for education, research, developmental, artistic and other creative activities, subsidies are provided for the development of the vysoké školy, they can also be used for accommodation and boarding.

The amount of funds allocated for higher education is set by the Act on State Budget every year. The amount of funds granted to every vysoká škola depends primarily on the long-term plan for the development of higher education formulated by the Ministry of Education, Youth and Sports (and its annual updating), on the long-term plans of the vysoká škola (also annually updated). Institutions are financed mainly on the basis of their performance which is determined by extent of per capita amounts (annual unit costs of study in a study programme) and number of persons that undergo the study. Details are specified every year in "The Rules for allocating contributions and subventions to the public vysoké školy by the Ministry of Education, Youth and Sports in accordance with the Higher Education Act". Changes in rules make it possible to influence the activities of vysoké školy in accordance with developmental priorities.

The document titled "Competitiveness of Czech public vysoké školy – finance reform" was published in 2004. On the basis of this document the rules mentioned above have been gradually radically changed by the agreement between the Ministry of Education and the Czech Rectors Conference with the aims to support study success (besides prevailing input parameters a certain weight was added to output parameters as well), to take attractiveness of study programmes for applicants into account, to promote structured study, to increase number of doctorands, and finally to change financial support for accommodation from indirect one (financing of accommodation institutions) to direct one (grants for accommodation) according to objective criteria.

In 2007, funds were allocated to the public vysoké školy on the basis of 11 indicators. Those of them that are most significant for the amount of allocated funds are explained here in a greater detail.

The vysoké školy obtain a substantial part of their endowment from the state budget in the form of a grant for educational activities. They are allocated mainly as per capita amounts according to the range and content of the educational activities (indicator A) on the basis of shown number of students up to 31 October of the previous calendar year and the cost of the relevant study programme.

The extent of educational activities is given by the number of students. The increased number of students which will be financed is set on the basis of an agreement between the Ministry of Education and representatives of the vysoké školy. Regulations for setting the number of students for which the institutions obtain the grant, are modified so as to attain the developmental aims. In 2005, for example, the rules were established in such a way to promote structured study and an increase in the numbers of students in doctoral programmes. In 2006 and 2007, new students and those who did not exceed the standard duration of study plus half a year were fully reckoned in; those who exceeded the standard duration of study by more than a half of a year but less than a year were reckoned in by half. Those who exceeded the duration of study by more than a year were not reckoned in at all. The result of this calculation is the converted (and consequently reduced) number of students.

For setting the budget, study programmes are classified by their costs into seven groups: the first group has a coefficient of 1 equal to the basic per capita amount, while programmes with the highest costs have a coefficient of 5.9 The converted number of students in every programme is multiplied by the coefficient of the cost of the relevant study programme. The sum for all study programmes gives the formula number of students of a public vysoká škola (or total formula number)

The basic per capita amount is a sum of money set by the Ministry of Education (after negotiation with representatives of the vysoké školy) which is expressed as a fraction of the overall funding for educational activities and the total formula number of students. The basic per capita amount was CZK 33,986 in 2006 (an increase by nearly 2 percent as compared to the previous year), and CZK 34,325 in 2007 (an increase by 1 percent).

The amount of contribution for study programmes (indicator A) is calculated as a product of the fixed number of students at a public vysoká škola and the basic per capita amount. The percentage of funds that the vysoké školy received on the basis of this indicator in total non-investment costs was more than 70% in 2007.

In 2005 two new indicators were introduced. The indicator B1 reflects increase in the number of students. It is the difference between the formula number of students in a given and a previous year. If the actual (converted) number of students at a vysoká škola exceeds the contracted number (agreed with the Ministry of Education) the positive difference is multiplied by the basic per capita amount and subtracted from indicator B1. The share of indicator B1 in total non-investment funds was 4.6% in 2007.

The indicator B2 was introduced to support graduation. The Ministry of Education determines every year the basic bonus for a graduate: the bonus was CZK 6,800 in 2005, the next year the amount was doubled. The bonus was CZK 12,916 in 2007. This basic bonus is multiplied by the coefficient of the cost of the programme (from 1 to 5.9 – see above), in case of doctoral programmes further by the coefficient 1.5. The share of indicator B2 in total non-investment funds was more than 5% in 2007. It means, that public vysoké školy receive almost 82% of their non-investment funds on the basis of the three indicators.

In doctoral study programmes the vysoké školy also obtain subsidies per student (studying fulltime within standard duration) intended for scholarships (CZK 86,190 per year in 2007).

Data on the number of students for all of these calculations are provided by a system called the "Associated Information from the Students' Registry" (SIMS), which contains the history of study of all students enrolled in all public or private vysoká škola after 1999.

Funds for specific research undertaken at both public and private vysoké školy, i.e., research inseparably connected with educational activity can be obtained partly on an institutional basis (the number of students in doctoral programmes, the objectives of the research, etc. are taken into consideration), and partly according to the purpose (for approved projects). The principle of contracts is reinforced.

The Ministry of Education allocates the public vysoká škola other subsidies for their development, especially to carry out educational projects which won the competitive examination of development

programmes announced by the Ministry or on recommendation of the Commission of the Fund for Development of Vysoké Školy. Subsidies are also provided for programmes of the improvement of HEI properties (i.e. for the construction and reconstruction of buildings, replacement of machinery and equipment).

In the past the subsidy for part of costs for catering and accommodation was allocated to institutions in relation to their performance. Since October 2005 the subsidy has been paid through the vysoké školy directly to full time students, who do not exceed the standard duration of study and do not have permanent residence in the district where they study. The private vysoké školy receive subsidy for this purpose as well.

In 2006, social scholarships were introduced – for details see 6.8.2. They are intended also for students at the private vysoké školy.

Other revenues

Yields from property come from the management of assets which are directly owned by a public vysoká škola and which are necessary to perform the activities for which the higher education institution has been established. Such assets consist of physical objects, residential and non-residential spaces, rights and other asset values.

Yields from the main activity are payments for education provided apart from accredited study programmes. Yields from complementary activities are payments for others than educational activities. It means that a public vysoká škola using its know-how provides paid services. Complementary activities must not endanger the quality, scope and accessibility of the institution's core activities.

Profits (after taxation) are used to set up special funds: e.g. a reserve fund, a remuneration fund, a fund for reproduction of capital assets, a fund for operation. The latter two are also composed of the remains of the state grant for institution's operation. The scholarship fund is created from fees for studies. The usage of the funds is set in the internal regulations of the institutions.

A public vysoká škola may also use a whole range of non-budgetary, purpose-linked resources acquired by means of competitions organised by various domestic and foreign grant agencies and funds. Sponsorship is another way of acquiring additional resources. An important source of financial resources is participation in programmes of the European Structural Funds.

For income from fees associated with studies see chapter 6.7.2.

Legislation: Rules for providing subsidies of the Ministry of Education, Youth and Sports under the Act on higher education institutions to public higher education institutions to accommodation and food of students and to accommodation grants
Legislation: Rules for providing subsidies to public higher education institutions
Legislation: Act on Higher Education Institutions (the Higher Education Act)

2.8.3. Lifelong learning

In-service training is funded from the state budget if it is offered at schools and leads to a recognised educational qualification. Otherwise, it is funded by departments, companies or must be paid for by the student.

Adult education at institutions offering courses leading to a defined educational qualification is financed by the Ministry of Education, Youth and Sports as follows: at the vysoké školy on the same basis as for full-time studies, at the střední školy based on a certain percentage of the average cost per pupil in full-time studies for the particular field of study depending on the form of education (5 per cent in e-learning, 15 per cent in distance study to 40 per cent in evening study or in a form combining all forms). The only exceptions are courses in which adults can complete their basic education – see 7.10.1., which are fully funded.

The funding of educational activities at the institutional level is up to the employer. Total company expenditure on training is assessed by a sample survey.

Retraining is financed from various sources. Unemployed people registered as seeking work are entitled to attend retraining sessions financed fully by Labour Offices, which can also cover expenses for transport, accommodation and meals from the state budget contributions. The sum spent on retraining constantly increases in line with the National Action Employment Scheme – see 7.1., however the increase is being slowed down by the increase in the unemployment rate. Other participants can bear the cost for retraining themselves. If an institution organises retraining sessions for its employees, the costs are covered by the employer, and if there is an agreement with the Labour Office, the Office can share the costs.

According to the Act on Verification and Recognition of Further Educational Outcomes and respective decrees the costs of examinations taken on the basis of the Act are covered by the state budget, whereas the costs of sitting technical (specialist) examinations before authorised bodies are calculated as a total of lump sums of necessary expenditures of authorised institution/person (material, technical, personal ones, etc. which form a part of respective assessment standards) or members of the examination board and adequate fees for authorised person/members of the examination board.

Other funds are provided from abroad, first of all from the European Social Fund.

Legislation: Decree of MEYS on details stipulated to carry out Act on verification and recognition of further education outcomes
Legislation: Act on verification and recognition of further education outcomes

2.9. Statistics

The subchapters comprise distribution of pupils and students in different educational levels and types and numbers of private and denominational schools in different types of schools. They include also macroeconomic data related to education, structure of expenditures end unit costs of individual levels and types of education.

Bibliography: Statistická ročenka školství 2006. Soubor ekonomických ukazatelů resortu školství
Bibliography: Vývojová ročenka školství v České republice 2001/02-2006/07

Institutions: Institute for Information on Education

2.9.1. Number of schools and pupils

Number of schools and pupils at all types of schools – all forms of education, including schools established for pupils with special educational needs

	2002/03		2004/05		2006/07		2007/08	
Type of school	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
Mateřské školy	5 795	284 950	4 994	286 230	4 815	285 419	4 808	291194
Základní školy	4 918	1 037 372	4 765	958 860	4 199	876 513	4 155	844 863
Střední školy	2 024	570 004	1 967	579 584	1 482*	576 585	1 447	569267
Conservatoires	15	3 432	16	3 426	18	3 534	19	3 606
Vyšší odborné školy	168	27 584	174	29 759	174	27 650	177	28 774
Vysoké školy**	55	248 756	62	298 196	63	323 765	68	344 180

Source: Institute for Information on Education

* Since 2006/07 each school has been included as one legal subject, regardless it has been composed of more sub-types of střední škola.

** From private vysoké školy only those which present data about students. The number of accredited vysoké školy is higher. Students cover Czech and foreign students. Students of vysoké školy in physical persons.

Glossary terms used in the table: mateřská škola, základní škola, střední škola, vyšší odborná škola, vysoká škola

2.9.2. Proportion of private and denominational Schools

Proportion of private and denominational schools and number of their pupils by level of education (in %)

	2004/05				2006/07				2007/08			
	Schools		Pupils		Schools		Pupils		Schools		Pupils	
Schools	Private	Denominational	Private	Denominational	Private	Denominational	Private	Denominational	Private	Denominational	Private	Denominational
Mateřské školy	1.5	0.4	1.2	0.3	1.5	0.5	1.1	0.3	1.6	0.5	1.1	0.3
Základní školy	1.9	0.9	0.5	0.5	1.5	0.9	0.5	0.5	1.5	0.9	0.6	0.6
Střední školy – ISCED 3 and 4	18.5	2.0	13.2	1.5	21.9	2.5	13.6	1.6	22.7	2.5	13.7	1.6
Conservatoires	12.5	6.3	6.2	3.0	11.1	11.1	5.8	4.9	15.8	10.5	7.2	4.9
Vyšší odborné školy	27.0	6.9	28.0	5.9	27.6	6.9	29.6	6.2	26.6	6.8	29.6	5.8
Vysoké školy	58.1	0	6.8	0	60.3	0	9.8	0	61.8	0	11.9	0

Source: Institute for Information on Education

Glossary terms used in the table: mateřská škola, základní škola, střední škola, vyšší odborná škola, vysoká škola

2.9.3. Macroeconomic indicators of system of education

Macroeconomic indicators of system of education

	2001	2002	2003	2004	2005	2006	2007*
GDP in bn CZK (current prices)	2 352.2	2 464.4	2 577.1	2 814.8	2 987.7	3 231.6	3 557.7
Public educational expenditure in CZKbn (current prices)	97.9	108.5	115.9	123.0	130.3	142.8	151.6
Educational expenditure relative to GDP in %	4.2	4.5	4.5	4.4	4.4	4.4	4.3

Source: Institute for Information on Education

* The data of 2007 do not include the expenditures of the Ministry of Defence.

2.9.4. Distribution of public expenditure on education distribution of public expenditure by elements of education system in %

Distribution of public expenditure on education distribution of public expenditure by elements of education system in %

	2001	2002	2003	2004	2005	2006	2007**
Total public expenditure in CZK bn (constant prices)	93.5	101.8	108.6	112.2	116.6	124.86	128.72
Preprimary education	8.61	8.77	8.43	8.36	8.47	8.38	8.36
from this mateřské školy*)	8.29	8.39	8.11	8.06	8.15	8.10	8.12
Basic education	34.38	34.27	36.87	36.47	33.74	33.71	31.58
from this základní školy incl. školní družiny and školní kluby*	31.30	31.10	33.70	33.21	30.55	30.73	28.71
Základní umělecké školy	2.08	2.09	2.14	2.26	2.33	2.20	2.21
Secondary education	21.97	22.72	22.90	22.74	22.52	22.05	21.29
from this gymnázia*	4.33	4.64	4.59	4.66	4.69	4.74	4.71
from this střední odborné školy and vyšší odborné školy*	8.61	8.69	8.51	8.46	8.49	8.47	8.14
from this střední odborná učiliště*	7.69	8.28	8.69	8.49	8.26	7.81	7.59
Meals of pupils of pre-primary to secondary education	5.64	4.83	1.78	1.68	2.62	2.39	2.27
Accommodation	2.87	2.78	2.83	3.11	3.11	2.94	2.69
Vysoké školy incl. meals and accommodation	16.80	17.12	17.70	18.57	20.29	20.31	21.98
Public administration	0.53	0.52	0.55	0.57	0.51	0.50	0.53
Other expenses	7.11	6.90	6.79	6.24	6.40	7.52	9.08

Source: Institute for Information on Education

* Without schools for pupils with special educational needs.

** The data of 2007 do not include the expenditures of the Ministry of Defence.

Glossary terms used in Table: mateřské školy, školní družiny, školní kluby, gymnázia, střední odborné školy, vyšší odborné školy, střední odborná učiliště

2.9.5. Average annual per capita expenditure on pupil/student by level of education

Average annual per capita expenditure on pupil/student by levels of education in CZK thousands (current prices)

	2001	2002	2003	2004	2005	2006	2007
Pre-primary education	28.3	31.9	32.6	33.6	35.7	38.0	39.6
Mateřská škola*	27.9	31.3	32.1	33.0	35.2	37.1	38.9
Basic education	27.0	30.8	37.5	40.6	42.2	46.6	50.2
Základní škola*	25.5	28.9	35.6	38.4	40.6	43.8	47.2
Střední školy, conservatoires and vyšší odborné školy in total	35.3	39.2	43.7	45.0	47.3	50.6	52.8
Gymnázia*	28.1	32.1	35.5	37.5	39.9	43.7	45.9
Střední odborné školy, conservatoires and vyšší odborné školy*	34.6	37.9	40.1	41.0	43.0	47.0	48.5
Střední odborná učiliště*	39.0	44.3	52.2	53.4	57.1	59.4	62.5
Vysoké školy	72.6	79.7	78.0	82.0	88.3	.	.

Source: Institute for Information on Education

* Without schools for pupils with special educational needs.

Note:

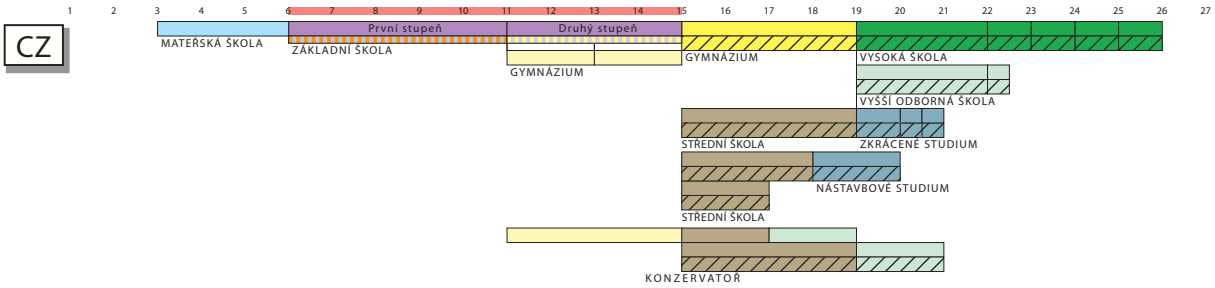
The expenditure on the školní družiny and the školní kluby is included in the basic education and the základní školy. Secondary education includes expenditure on the vyšší odborné školy and the conservatoires.

Since 2006, per capita expenditure on students of vysoké školy is not included because after the change to monitoring the number of students in physical persons this information is misleading.

Glossary terms used in Table: mateřská škola, základní škola, střední školy, vyšší odborné školy, gymnázia, střední odborná učiliště, vysoké školy

3. PRE-PRIMARY EDUCATION

Organisation of the education system in the Czech Republic, 2007/08



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2

Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

Pre-primary education is provided by mateřské školy, which are integrated into the education system. The new Education Act in force from January 2005 classifies mateřské školy as schools (together with základní škola, střední škola and vyšší odborná škola), whereas they were previously considered as educational establishments.

The organising bodies of mateřské školy are usually municipalities or groups of municipalities.

For socially disadvantaged children during the year prior to their starting compulsory school the základní školy (ISCED 1+2) can establish preparatory classes corresponding to pre-primary level of education.

Another type of institution for the care and education of children of pre-school age is the jesle. These are intended for children up to the age of 3. Jesle come under the responsibility of the Ministry of Health and so are not dealt with in depth in this chapter. The organising bodies of jesle are municipalities (larger towns) and some private entities.

3.1. Historical Overview

The beginning of institutional pre-school education dates back to 1832 when the first two day-care centres were opened in Prague. Their educational programme should have conformed to Viennese regulations but the first manager worked out his own educational system. The first day-care centres were private charitable institutions providing children from poor families with essential care and basic education. This initial concept was soon developed further with the establishment of various, mainly charitable pre-school educational institutions. In Bohemia, there were also several institutions of the kindergarten type, in which education was provided through children's play and games. The School Act of 1869 set in place the school system that was, in essence, preserved until 1948, and included provisions for concerning pre-school institutions. Further regulations in 1872 clarified the social function of the mateřská škola as an educational institution. A mateřská škola was to be free and open to all children, and the establishment of public mateřská škola was recommended. From the second half of the 19th century there were Czech mateřská škola that were public, run by municipalities, and German kindergartens that were private and charged fees. The two types of institutions used their own curriculum and methods.

The 1948 Act on the Basic Regulation of Comprehensive Education – School Act (zákon o základní úpravě jednotného školství) included mateřské školy as an integral part of the school system, its first stage. This was partly because, in accordance with state policy, a high proportion of women were employed and it was then necessary to assure a dense network of institutions for the care of small children. Mateřské školy were nationalised without exception and were also set up by hospitals, children's medical institutions and sanatoriums. The new concept of mateřské školy brought a single educational programme – the Work Programme for mateřské školy, which recommended educational procedures, ensuring education of all children in their mother tongue. The 1955 curriculum for mateřské školy included binding educational objectives and requirements, as well as educational methods through which these should to be achieved, mainly pre-school education in the form of joint compulsory activities for all children.

The 1960 Act on the Education System – School Act divided pre-school education into jesle for children from birth to the age of three (which came under the aegis of the Ministry of Health) and mateřské školy for children from 3 to 6 years of age, and specified institutions for common use by both jesle and mateřské školy. At the same time a single educational system for children from birth to 6 years of age was under preparation. The curriculum designed for mateřské školy set objectives for children's comprehensive education in five areas: mental, moral, aesthetic, physical and work education. The programme for educational work in jesle and mateřské školy of 1967 specified detailed educational requirements for each of the six age groups. The sections concerning jesle care served only as a recommendation, but those concerning mateřské školy were binding.

The 1976 Project for the Further Development of the Czechoslovak Educational System states that pre-school education institutions – jesle and mateřské školy – bring together educational and social goals in their work with the aim of providing children with a well-rounded, harmonious development and preparing them for successful learning. The 1978 Act on Educational Establishments drew on the Project and it included jesle, mateřské školy, joint jesle and mateřská škola facilities, as well as children's homes, and seasonal institutions in the countryside for the harvest period into pre-school education. In the same year a new Educational Programme for jesle and mateřské školy was introduced. After 1989 schools stopped using this programme, as even before 1989 it had been criticised as excessively demanding and overly binding and not leaving room for individual children's needs or for teachers' creativity. Many mateřské školy adopted their own educational programme after this relaxing of restrictions.

The preparation of the Framework Programme for Pre-primary Education in 2001 was a reaction to the need for binding but flexible educational material for pre-primary education. This was then updated on the basis of experience in practice and in accordance with the Act No. 561/2004 Coll., and published by the measure of the Minister of Education, Youth and Sports as the Framework Educational Programme for Pre-primary Education, in force from 1st March 2005. On its basis all mateřské školy prepared their own school educational programme and obligatorily started to work in accordance with it from 1 September 2007.

Since 2001 the preparatory classes can be established for socially disadvantaged children during the year prior to their starting compulsory school at the základní školy and mateřské školy. Since 2005 these are established only at základní školy (ISCED 1+2), however the education corresponds to the pre-primary level.

Bibliography: Nástin vývoje všeobecného vzdělání v českých zemích
Bibliography: Vývoj školství a vzdělání v Československu
Bibliography: Úvod do dějin předškolní pedagogiky

3.2. Ongoing Debates and Future Developments

From September 2007 the Framework Educational Programme for Pre-primary Education (FEP PpE) is a binding document and schools work on the basis of school educational programmes (SEP) and class educational programmes that were prepared in accordance with it (for more information see 3.10.).

Nowadays the Research Institute of Education covers several projects; their aim is to improve the methodology of work at mateřské školy. Completed projects and projects under way are as follows:

- Methodology of English teaching in mateřská škola;
- Class Register project (projekt Třídní kniha);
- Guidelines for a class educational programme;
- Methodology to support individualisation of education in conditions of mateřské školy;
- Specifics of creation of SEP in special mateřská škola;
- Educational programme of a preparatory class;
- Methodological internet portal www.rvp.cz;
- Self-evaluation.

The project Methodology of English teaching in mateřská škola was designed on the request of the National Plan of Foreign Language Teaching in Pre-primary Education. In cooperation with Liberecká jazyková škola, o. p. s. (Liberec language school) the Guide to methodology of English teaching in mateřská škola I. for qualified teachers of mateřská škola who know at least basics of English has been preapred. It offers number of proposals and activities, words and phrases, common questions and instructions, examples of rhymes, songs and games to be applied to everyday activities in mateřská škola.

Within the project Methodology to support individualisation of education in conditions of mateřská škola the supporting material Pedagogical assessment in approach of FEP PpE was published in 2007. It is focused on the observation and asessment of educational attainments and mainly child's individual development and educational attainments advances. The material can be used to initial, continuous and output diagnostics, in mainstream as well as special mateřské školy (i.e. schools with adapted educational programme established for children with health disabilities). Primarily it may serve to teacher's feedback. It is accompanied by annexe, composed of several alternative recording forms different in content as well as form.

The Education Act requires from the mateřské školy to keep in every class a class register including evidential data on provided education and its process; the form of this document is not set by the law. The project Class Register recommends three alternatives of a class register to schools. The purpose of this material is the assessment but also the reflection, thus it should allow to draw conclusions to support follow-up educational activities or other educational measures. The project Guidelines for a class educational programme directly follows the Framework Educational Programme for Pre-primary Education and the Handbook for preparation of school (class) educational programme of mateřská škola. It presents one of the possible paths from the framework to class programme, describe the design and content of integrated block, their planning and implementation itself.

Special mateřské školy as well as mainstream mateřské školy follow the FEP PpE. With respect to the specifics of education at special school the material the Notes to creation of SEP at special mateřská škola was published as an annexe of the Handbook. It is focused on adaptation of SEP to school for children with health disabilities, and how further adjustments can be made for schools attached to a health facility.

For the methodology support of teachers in a preparatory class of základní škola the documents the Methodology recommendations for teachers of preparatory class and the Form for educational work with a child were prepared.

The long-term project Methodology portal www.rvp.cz is under way. It offers to teachers further inspiration for practice, and allows to share teacher's experiences and results with colleagues.

A new project Self-evaluation is being prepared. A team in cooperation with several mateřské školy will systematically solve questions related to internal evaluation of schools required by the Education Act. It may result in a methodology handbook.

Bibliography: Pedagogické hodnocení v pojetí RVP PV : metodika pro podporu individualizace vzdělávání v podmínkách mateřské školy
Bibliography: Praktický průvodce třídním vzdělávacím programem mateřské školy
Bibliography: Průvodce metodikou výuky angličtiny v mateřské škole I.
Bibliography: Rámcový vzdělávací program pro předškolní vzdělávání

3.3. Specific Legislative Framework

The Education Act lays down the objectives and organisation of pre-primary education, stipulates the status of a mateřská škola regulates its foundation and administration and includes basic requirements on establishment of a přípravná třída.

Details are regulated by a decree on pre-primary education, which includes the conditions for the running and organisation of a mateřská škola, sets the minimum and maximum number of children in classes and measures for their security and for public schools specifies methods of payment for pre-primary education.

Details on the přípravná třída are included in the decree on základní školy.

Specifics related to children with special educational needs are the object of the decree on education of children, pupils and students with special educational needs and of exceptionally gifted children, pupils and students (for detailed information see chapter 10.).

Jesle fall within special health facilities and come under the responsibility of the Ministry of Health. They are regulated by the Act on Population Health Care and other regulations of the Ministry of Health.

Legislation: Decree of MEYS on pre-primary education
Legislation: MEYS Decree on basic education and some requirements for compulsory school attendance
Legislation: Act on population's health care
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

3.4. General Objectives

According to the Education Act pre-primary education aims to support the development of a pre-school age child, support his/her healthy emotional, intellectual and physical development and help the child to acquire the basic rules of conduct, fundamental life values and interpersonal relations. It creates the basic prerequisites for continuing education, helps to remove inequalities in development among children prior to their admission to basic education, and provides special educational care for children with special educational needs.

A mateřská škola works together with children’s legal guardians and with other persons and legal entities in order to develop and organise activities to help in the development of children and to reinforce the education provided by the mateřská škola, the family, and society.

Framework educational programme for Pre-primary Education (FEP PpE), valid also for preparatory classes, is focused on following three general objectives:

1. the child's development, learning and cognition;

2. acquisition of fundamental social values;

3. acquisition of independence and ability to act as an independent personality woth an influence on his/her environment.

Institutional pre-primary education is aimed at supplementing family education and (in close correlation) helping to ensure an environment for the child where he or she will receive enough of versatile and adequate stimuli to active development and learning. Pre-primary education is to meaningfully enrich the child' s daily routine in the course of his/her pre-school years and provide the child with specialized care. Furthermore pre-primary education should make the child's life and education path easier. It also fulfils a diagnostic task especially in relation to children with special educational needs.

FEP PpE also sets five key competencies in their basic form development of which the pre-primary education should pursue:

1. learning competencies;

2. problem solving competencies;

3. communication competencies;

4. social and personal competencies;

5. activity based and civic competencies.

The role of the jesle is to care for overall development of children; it is a follow up to the care for children in a family.

Bibliography: Rámcový vzdělávací program pro předškolní vzdělávání

3.5. Geographical Accessibility

For reasons of accessibility mateřské školy have been the most numerous and consequently the smallest type of educational establishments. Major social change brought about a reduction in their number in 1990-1995. The stipulation of a minimum number of children in mateřské školy and classes in 1995 was an objective criterion for the further reduction of the mateřské školy network which corresponds to the continuing fall in the population. In 2002/03 the number of mateřská škola was sharply reduced; in general they were not abolished but consolidated into bigger institutions which could comply with the requirements for legal entities.

Since 2001 the number of births has been increasing again and at the same time the number of parents who are interested in their child attending mateřská škola has been rising. In 2007/2008 the number of children in mateřské školy increased, nevertheless the number of rejected applications increased too (see statistics in chapter 3.16.1. and 3.16.2.).

Preparatory classes, which are integrated into základní školy, are accessible in the whole Czech Republic; they are established especially in places with higher concentration of socially disadvantaged children, e.g. in Ústí nad Labem Region (for more information see statistics in chapter 4.18.2.).

The number of jesle has dramatically dropped after 1989, later on also due to the lengthening of maternity leave and the extension of the parents' allowance up to the child's fourth year of age, among others. In 2006, there were 48 jesle in the whole republic, mainly in cities, no jesle were available in two regions out of 14. Some children bellow three year of age attend mateřská škola (see 3.8. and 3.16.).

Bibliography: Síť zdravotnických zařízení 2006

3.6. Admission Requirements and Choice of Institution/Centre

A mateřská škola provides care for children usually aged 3-6 (up to the age of compulsory school attendance). A high percentage of 6-year-old children attend mateřská škola as more than 20% of pupils postpone starting school and attendance at mateřská škola before beginning compulsory school attendance is highly recommended. In addition, the shortage of jesle means that there are also pupils younger than 3 years attending mateřská škola.

The Education Act in force from January 2005 requires the municipality to ensure the place in mateřská škola to a child with a permanent residence in the municipality in the last year before their entrance to compulsory schooling; the head of a mateřská škola is obligated to give preference to this child. These children together with children with postponed compulsory schooling are educated in the last year of pre-primary education which is free of charge (in case of public and state schools). This measure aims to even out the differences in the socio-cultural development of children and establishes the right to pre-school education, but places parents and guardians under no obligation to do so.

It is up to the school head whether or not to admit a child to the school. He/she decides on the admission of disabled children on the basis of a written recommendation from the school guidance facility or a paediatrician treating the child in question.

The school head decides on the inclusion of pupils in a preparatory class upon the request of the child's legal guardian and a written recommendation of the school guidance facility.

Schools or within a school classes with adjusted programmes can be established for children with physical disabilities (see 10.6.4.).

Parents are free to select any school at the pre-primary level, the only limitation being the capacity of the schools and their network.

Jesle accept children usually younger than 3 years. The criteria of admission are set by the founder or the management of jesle.

3.7. Financial Support for Pupils' Families

Families can receive support from three sources: from the Ministry of Labour and Social Affaires, the Ministry of Education, Youth and Sports and the school itself.

For financial support from the budget of the Ministry of Labour and Social Affairs see 4.7.

Subsidised meals and other services are an important form of support for families from the Ministry of Education, Youth and Sports budget (see 3.13.).

Children in preparatory classes of základní školy are provided free of charge basic teaching aids to the value of CZK 200 per pupil per school year and free textbooks and teaching texts published in the List of textbooks (see 4.11.).

Pre-primary education can be (and normally is) charged for. In public and state schools the amount of fee is set by the school head, whereas it is to a large extent regulated by the decree. The school head determines the fee for one school year so that it does not exceed 50% of real average non-investment monthly expenses per child in the previous calendar year, excluding costs met by the Ministry of Education, Youth and Sports. In case of children in full day or residential service whose attendance is limited to 4 hours maximum due to the parental allowances the amount is 2/3 of the fees set for the full-day service.

A family can also be supported in form of reduced fees or a total exemption from fees. The legal guardian of a child who receives social benefits, or a person who takes care of the child and who

receives foster care benefits is exempt from fees, provided that he or she provides evidence of this to the school head. The school head can decide on the reduction or exemption of fees also in case of other children, mainly socially disadvantaged.

Education in the last year of public and state mateřská škola is free of charge. This is one of the measures aimed at evening out possible differences in children's socio-cultural development (see 3.6.). The education in preparatory class is also free of charge.

3.8. Age Levels and Grouping of Children

Pre-primary education in mateřská škola is usually organized for children at the age of 3-6. Due to the decreasing number of jesle, mateřské školy are attended also by children younger than 3 years (for statistical data see 3.16.1.).

Pre-primary education comprises 3 years.

In the first year of the mateřská škola, education is provided for children who are aged up to 4 of the relevant school year.

In the second year of the mateřská škola, education is provided for children who are aged 5 of the relevant school year.

In the third year of the mateřská škola, education is provided for children who are aged 6 of the relevant school year, or for children who have been allowed a deferral of the compulsory education.

Children from different years can be placed into one class of a mateřská škola.

A mateřská škola with one class has at least 15 children; a mateřská škola with two and more classes must have an average of at least 18 children in a class. If there is only one mateřská škola with one class in the municipality, it must have at least 13 children; a single mateřská škola in the municipality with two or more classes must have an average of at least 16 children in a class.

A class in a mateřská škola can have a maximum of 24 children. A class into which a child with health disability is placed can have between 12 and 19 children. The organising body can permit the exception up to 4 children. During the stay outside the area of the mateřská škola the number of children per teacher must be no more than 20 children (no more than 12 children in case of a class with a child with health disability).

Preparatory classes have at least 7 children (with possible exceptions of up to 20% either way) and no more than 15 children (with a possible variation of up to 4 children).

The care for children in jesle is usually up to 3 years, older children can be placed there exceptionally.

3.9. Organisation of Time

The The school year in all types of schools except for vysoké školy starts on 1 September of the current year and finishes on 31 August of the following year.

The organisation of time in the preparatory class is the same as in the základní škola (see 4.9.).

3.9.1. Organisation of the year

Mateřské školy provides education during whole school year (from 1 September to 31 August). It may close or operate on limited hours in July or August in response to local conditions, for both months if necessary. The school head, after consultation with the organising body, decides how long the

school's operations will be reduced or halted for and announces this to children's parents not less than two months in advance. In serious causes and after a negotiation with the organising body the operation can be interrupted in another period.

3.9.2. Weekly and daily timetable

A mateřská škola may operate on a whole-day (the most frequent form), half-day, or residential basis. A mateřská škola operating on a half-day basis provides care for children for no more than 6.5 hours daily. In a mateřská škola operating on a whole-day basis, for classes may be on a half-day, or residential.

When a child is admitted to a mateřská škola, the school head decides, after a discussion with the legal guardian of the child, which days the child shall attend the mateřská škola and how long they will spend there on these days.

The school week for normal mateřské školy lasts five days.

The operational hours and the daily timetable are in the responsibility of the management of mateřská škola. According to the Framework educational programme for pre-primary education (FEP PpE) the daily programme should be flexible and it should allow the school to react to the individual abilities and current or currently altered changed children's needs. FEP PpE also state that:

- a regular rhythm of daily activities is guaranteed; however, it should also be flexible enough to adjust the organisation of activities to the newly arisen needs throughout the day; daily programme takes into consideration children's individual needs for activity, sleep and rest;
- children stay outdoors everyday and for sufficient time, daily programme regularly incorporates directed health-protective movement activities;
- proportion of spontaneous and directed activities in the daily programme is balanced, children have enough time and space for spontaneous play and can either finish it or continue it later.

The jesle operate usually on a whole-day basis, some jesle offer also short time stay of children or babysitting.

Bibliography: Rámcový vzdělávací program pro předškolní vzdělávání

3.10. Curriculum, Types of Activity, Number of Hours

The Framework Educational Programme for Pre-primary Education (FEP PpE) came into force from 1 March 2005 as for education in a mateřská škola, in a mateřská škola with a special needs programme, and in preparatory classes of základní školy for socially disadvantaged children. It provides the basis for a school's educational programme (SEP), for which the school head is responsible, but all teachers and other educational staff should participate on its creation. Every school provides education on the basis of its own SEP from 1 September 2007 at the latest. It is recommended to every teacher to create her/his own flexible class educational programme.

Content of education in a preparatory class is based on FEP PpE and teaching time is set by the number of lessons in the first year of basic education according to the Framework Educational Programme for Basic Education, i.e. 18-22 lessons. Whole curriculum is included in the SEP of the základní škola.

To help teachers, the Handbook for creation of school (class) educational programme of mateřská škola has been published and a section on pre-primary education has been added to the Internet portal supporting framework educational programmes. This should help teachers to create effective educational programmes for their school/class and to adapt to the working methods outlined in the FEP PpE.

The FEP PpE is the basis for educational programmes in pre-primary education and contains:

1) a description of features of pre-primary education, methods and forms of work and a description of the general objectives of pre-primary education and key competencies to be developed;

2) a description of the general content of pre-primary education in five areas:

a) biological (Child and his/her body),

b) psychological (Child and his/her psyche: Language and speech, Cognitive abilities and functions, imagination and fantasy, thought operations and Self-concept, emotions and will),

c) interpersonal (Child and others),

d) socio-cultural (Child and society) and

e) environmental (Child and the world).

Each area includes:

- the fundamental characteristics and educational intentions,
- partial educational objectives,
- educational offer (i.e. activities, or opportunities which should be offered and ensured in a particular area),
- expected outputs (competencies) which the child usually attains in a particular area,
- the risks which impair the educational process and can endanger its intentions;

3) the conditions of pre-primary education (material conditions, daily regime, psychosocial conditions, running a mateřská škola, educational and other staff and parent participation);

4) guidelines for education of children with special educational needs and for exceptionally gifted children;

5) requirements for the educational assessment of children and self-evaluation;

6) principles and recommendations for designing a SEP;

7) duties of pre-primary teacher.

It is essential to apply an integrated access in pre-primary education. Education should be executed on the basis of integrated blocks across educational areas or components which offer educational content to the child within a natural context.

Children's programme of activities is not set centrally, the activities result from the requirement of law that in jesle care is provided for child's overall development and the daily schedule must take into account children's age and physical distinctions. Operating rules (daily timetable and catering conditions) are approved by a hygienic office. Educational programmes are prepared by nurses, its quality is guaranteed mainly by their qualification.

Bibliography: Manuál k přípravě školního (třídního) vzdělávacího programu mateřské školy
Bibliography: Rámcový vzdělávací program pro předškolní vzdělávání

3.11. Teaching Methods and Materials

According to the Framework Educational Programme for Pre-primary Education (FEP PpE) the pre-primary education should be consistently linked to the different needs and abilities of individual children, including specific educational needs. This educational concept makes it possible to educate children in one class regardless of their different abilities and preparation for learning.

Suitable methods and forms of work are learning by experience and in cooperation through play activities based on direct experience support children's curiosity and their need to discover, stimulate children's joy in learning, their interest in learning new things, gaining new experiences and mastering other skills. Teaching should make use of the natural flow of children's thoughts and spontaneous ideas. Learning should take the form of play, where the children are engaged according to their interests and personal choices.

Pre-primary education should use situational learning (i.e. using situations to demonstrate life situations) and spontaneous social learning (the principle of natural imitation). Spontaneous and directed activities should be interlinked and balanced. Also spontaneous social learning plays a significant role in the learning process. It is based on the principle of natural imitation.

The teacher should guide children on their path to knowledge, stimulate their active interest and their desire to look around themselves, to listen and to discover.

There are certain alternative methods that are described in 3.15.

FEP PpE also sets the material and psychosocial conditions of pre-primary education. The hygienic requirements for school rooms are regulated by the relevant decree of the Ministry of Health.

Legislation: Decree of the Ministry of Health in agreement with the Ministry of Education, Youth and Sports and the Ministry of Labour and Social Affairs on sanitary standards in institutions and facilities for education of children and youth

Bibliography: Rámcový vzdělávací program pro předškolní vzdělávání

3.12. Assessment of Children

Every mateřská škola, and indeed every teacher, can choose or prepare a system for monitoring and assessing children's development. The methodology material Pedagogical assessment in approach of FEP PpE – the Framework education programme for pre-primary education was published to support teachers (see 3.2.).

In pre-primary education, assessment is not the assessment of a child and his or her performance in relevance to a given standard, nor a comparison of children and their performance. The teacher should continuously monitor and assess individual development and educational progress in each and every individual child because systematic monitoring and assessment enables him/her to guide the child in accordance with his/her natural development continuously with adequate and gradually increasing demands and provide him/her with appropriate support both in development and learning. Another important goal of this continuous evaluation is to register in time the child's possible problems and shortcomings and help with their solution, draw expert level conclusions on the child's further development or if need be offer further necessary expert assistance. Written reports or other documents relating to a child and his or her progress in learning and development must be considered confidential and are available only to teachers or parents. Teachers should use them in their everyday work, in designing individual educational programmes, in communication with a child and for informing parents and informal co-operation with them.

At the end of the second term, the teacher of the preparatory class prepares a report on the proceedings of pre-school preparation of the child in the given school year. The report contains comments on the extent to which the main educational objectives within the structure stipulated in the FEP PpE have been achieved and it further contains statement on special educational needs, presupposed skills, talent, and interest of the child, possibly, recommendations concerning the preparation of an individual educational plan of the child for the upcoming period and further recommendations.

Bibliography: Rámcový vzdělávací program pro předškolní vzdělávání

3.13. Support Facilities

Facilities offered by a mateřská škola include meals (provided by school canteens, which are usually integrated in mateřská škola), rest (sleep) and outdoor activities. The equipment and facilities of a mateřská škola reflect these requirements (including dining rooms, bedrooms and gardens as well as classrooms).

In order to ensure children's health, a healthy educational environment and conditions for the healthy development of children, a mateřská škola works with school guidance facilities, with paediatricians and with relevant special interest groups. The school guidance facilities examine the development of cognitive dispositions, monitor the maturity of children and provide the methodological support for the education of children with special educational needs (for more see 10.6.10.1.).

Individual specialised care, e.g. speech therapy provided by specialists, can be included in the education provided by a mateřská škola.

The school head of the mateřská škola may establish the post of the asistenta pedagoga for classes where a child with special educational needs is educated. In the case of children with health disability or disadvantage the opinion of the school advisory facility is required.

A Mateřská škola can cooperate with the základní škola. If the school head decides to postpone a child's entry into compulsory education, at the same time he or she will recommend to the legal guardian that the child attend a preparatory class in a základní škola or the last year of mateřská škola, if this education can be expected to help the child reach the desired level of development. If parents and children so wish, various activities such as swimming lessons, convalescence in the countryside, playing the recorder, language teaching (for which fees are charged) and other activities can be provided. If parents and children so wish, various activities such as swimming lessons, convalescence in the countryside, music activities, language teaching and other activities can be provided.

Legislation: MEYS Decree on providing guidance in schools and school guidance facilities
Legislation: Decree of MEYS on school boarding

3.14. Private Sector Provision

For the development of private and denominational schools, see 5.19.1., for legislation see 5.19.2. and for the principles of private school funding see 5.19.3.

There are relatively few private and denominational schools at the pre-primary level – see 2.9.2., and of these there are three times more private schools than denominational ones. While public mateřské školy are small, denominational and private ones are even smaller. Their geographical distribution is uneven: the highest concentration of private schools (and children in them) is in Moravia-Silesian Region, the highest concentration of denominational schools is in Prague.

Private schools often use alternative educational programmes (see 3.15.).

Institutions: National Institute of Public Health

3.15. Organisational Variations and Alternative Structures

A mateřská škola enjoys a high degree of flexibility in organisational matters. The existing alternative structures comprise several mateřské školy run by the Steiner method, Montessori mateřské školy and Christian mateřské školy.

A Czech version of the international programme Step by Step (Start Together) has been implemented since 1994 (http://www.sbscr.cz). Its main feature is an inclusive approach to ethnic minorities and children from disadvantaged environments. 61 mateřské školy work on the basis of this programme.

In the relation to the international programme "Health Promoting Schools" the Healthy Mateřská Škola Programme was designed in 1996. It has been implemented not only in základní školy, but also in mateřské školy, under the supervision of its authors, and is available to other schools. The project is guaranteed by the National Institute of Public Health.

In 2002 the IBM company in collaboration with the Ministry of Education, Youth and Sports launched a global project, the KidSmart Early Learning Program, in the Czech Republic. It focuses on supporting

the development and education of pre-school children through computers. It is implemented on two levels – teacher training and support of educational programmes for children. The project was officially launched in March 2003 and in 2007 there were about 129 mateřské školy in all regions of the Czech Republic that are equipped with 260 computer centres. The project includes a web site with useful information for teachers and parents (http://www.kidsmartearlylearning.org).

Every residence for asylum seekers has its own children's centre for children of the age of 4-18 years. Part of each children's centre is equipped as the mateřská škola and the education corresponds to that in mateřská škola. Children at the age of compulsory education can spent there out-of-school hours (parallel to the školní družina and školní klub), children younger than 4 can attend the centre only if they are accompanied by parents.

3.16. Statistics

Subchapters comprise data on participation in pre-primary education and numbers of schools, classes, pupils and teachers.

Bibliography: Statistická ročenka školství 2006/2007. Výkonové ukazatele
Bibliography: Vývojová ročenka školství v České republice 2001/02-2006/07

Institutions: Institute for Information on Education

3.16.1. Participation rate in pre-primary education in the mateřské školy

Participation rate in pre-primary education in the mateřské školy (%):

	2002/03	2004/05	2006/07	2007/08
Age group 3 years	76.4	77.1	76.5	79.2
Age group 4 years	90.8	93.4	90.3	92.6
Age group 5 years	94.9	94.1	93.1	95.8
Under three years of age*	24.5	26.4	23.4	24.8
Six years of age and older**	22.5	22.4	22.1	22.8

Source: Institute for Information on Education

* Participation rate of 2-year olds and younger children to 2-year olds.

** Participation rate of 6-year olds and older children to 6-year olds.

3.16.2. Number of children, schools and classes and relative indicators

Number of children, schools and classes and relative indicators – without schools established for children with special educational needs

	2002/03	2004/05	2006/07	2007/08
Children	278 859	280 487	282 017	287 945
Schools	5 558	4 776	4 696	4 689
Classes	12 304	12 139	12 168	12 369
Children/class	22.7	22.9	23.2	23.3
Children/school	50.2	58.7	60.1	61.4

Source: Institute for Information on Education

* Decrease of school number in 2003/2004 in comparison with the previous year is result of merging or cancelling of schools – see 2.6.4., following decrease is result of organisation changes.

3.16.3. Teachers and children/teacher ratio in the mateřské školy

Teachers and children/teacher ratio in the mateřské školy – till 2004/05 without, since 2005/06 including schools established for children with special educational needs

	2002/03	2004/05	2006/07	2007/08
Children	278 859	280 487	285 419	291 194
Teachers*	22 332.6	21 840.3	22 367.7	22 744.3
Children/teacher*	12.5	12.8	12.8	12.8

Source: Institute for Information on Education

* Full-time equivalent, including school heads and the výchovní poradci.

3.16.4. Number of rejected applications to the mateřské školy

Number of rejected applications to mateřské školy – including schools established for children with special educational needs

	2001	2002	2003	2004	2005	2006	2007
Number of rejected applications	2770	3813	4673	6128	6810	9570	13 409

Source: Institute for Information on Education

3.16.5. Preparatory classes of the základní školy

Preparatory classes of the základní školy (including schools established for children with special educational needs)

	2002/03	2004/05	2006/07	2007/08
Schools	90	97	127	141
Classes (courses)	105	114	146	164
Children	1 318	1 559	1 713	1 929

Source: Institute for Information on Education

3.16.6. Number of jesle and number of places

Number of jesle and number of places (1990-2006)

Year	1990	1991	1992	1993	1994	1995	1996	1997	1998
Number of jesle*	1 043	486	381	247	235	207	151	101	79
Number of places	39 829	-	13 196	9 265	8 565	7 574	5 551	2 965	2 191

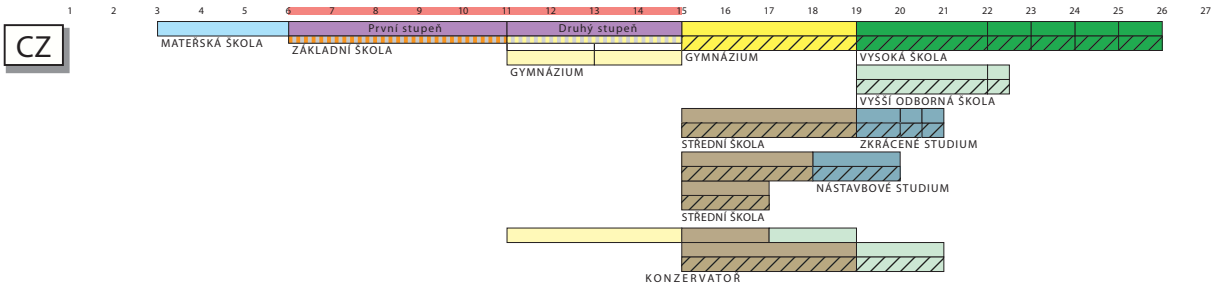
Year	1999	2000	2001	2002	2003	2004	2005	2006
Number of jesle*	67	65	59	58	60	58	54	48
Number of places	1 913	1 867	1 717	1 674	1 770	1 708	1 671	1 537

Source: Institute on Health Information and Statistics, Annual report on activities of health facilities. Modified to 31 December of a relevant year.

* Before 1999 the data included only jesle, since 2000 they include jesle, and other children facilities (combination of jesle and children's centres or day clinics).

4. SINGLE STRUCTURE EDUCATION

Organisation of the education system in the Czech Republic, 2007/08



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2

Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

Basic education includes primary and lower secondary education. The pupils fulfil compulsory school attendance (see 2.5.).

Pupils can acquire the level of education základní vzdělání (see 2.5.) in the following ways:

- successfully completing the basic educational programme at a základní škola, in the lower levels of a six-year or eight-year gymnázium or in the relevant stage of the eight-year educational programme of a conservatoire;
- persons who have completed their compulsory school attendance but have not acquired základní vzdělání may acquire it at a základní škola or střední škola on either a full-time or part-time basis.

The overwhelming majority of the population attend a základní škola which includes both the first (primary) stage, i.e. years 1 to 5, and the second (lower secondary) stage, i.e. years 6 to 9. However, some schools do not include all years or have only the first or second stage (see 4.5. and 4.8.).

Základní školy can establish preparatory classes for socially disadvantaged children during the year prior to their starting compulsory school with the aim of removing possible socio-cultural differences (for more details see 3.).

Some pupils (for data see 4.18.1.) complete their lower secondary education in a gymnázium or in a conservatoire with eight-year courses in dance. The description is included in subsections of chapter 5.

The základní škola also fulfils broad socialisation and social functions. It can offer:

- Extracurricular activities in the školní družina and školní klub that offer the – opportunity to pursue personal interests (see 4.7.);
- Educational guidance (see 4.15.);
- School meals (see 4.7.).

A základní škola is usually run by municipality or a union of municipalities ("public" základní škola); although schools may also be private or denominational. A základní škola can be combined with a mateřská škola or a střední škola.

Information on the administration of school facilities is included in chapter 2.4., information on private schools in chapter 4.16.

Artistic education at primary and lower secondary levels is provided in základní umělecké školy, which are described in chapter 4.17.1.

4.1. Historical Overview

In the Austrian Empire, of which the Czech Lands were part, a law was passed in 1774 making 6 years of education compulsory. The law set up schools which taught the "trivium" (reading, writing and arithmetic) and religious education, with a knowledge of farming (or in towns of industry) being added in the upper classes. In regional towns there were hlavní (principal) schools, which offered a grounding in Latin, history, natural sciences and painting in addition to the basic curriculum. In the capitals of the different countries of the empire, there were normální (normal) schools that prepared pupils for the gymnázium, where pupils could proceed after finishing the 5th year, and which also provided basic teacher training.

In 1869 compulsory education was extended to eight years, from age 6 to age14. Pupils attended an obecná (community) school for the first five years and could complete the remaining three years at an obecná school (in the country) or a měšťanská (town) school. There had to be at least one of the latter in every school district and it served pupils who were not able to study at any of the types of gymnázium.

The so-called Small Education Act in 1922 improved the conditions in schools as it set a maximum of 80 pupils per class, which was later reduced to 60 and then 50. Religious education was no longer a compulsory subject, and civic education and handicrafts were included instead.

The Act on the Basic Arrangement of Unified Education System of April 1948 extended compulsory education to 9 years, education for 6 to 15 year olds was uniform over two stages – a five-year national (národní) school and a four-year secondary school. In 1953 compulsory education was shortened to eight years. In 1960 it was again extended to 9 years and the present structure and terminology were laid down: a základní (basic) škola (in 1960-1978 základní devítiletá škola – nine-year basic school) which is divided into 1st and 2nd stages (stupeň). The length of the stages changed over time from 5 + 4 (at the time of the nine-year basic school) to 4 + 4 (in the eight-year basic school (osmiletá základní škola) of 1979-1989) and later to 4 + 5 (in 1990-1995 when the last year of the compulsory nine-year school could be taken at the upper secondary school, so that in fact the division was 4 + 4 + 1). Since 1995/96 the division has again been 5 + 4.

Since 1990 it has been possible for a pupil to complete their compulsory education not only at a základní škola, but also at a gymnázium (see 5.).

Since 2001 preparatory classes can be established for socially disadvantaged children the year prior to their starting compulsory school at mteřské školy or základní školy (since 2005 only at základní školy) (for more details see 3.).

Since the 2003/04 school year the number of hours at the second stage of základní škola has been increased with the aim of bringing them in line with the number of hours at the lower stage of multi-year

gymnázium.

In 2004 a new Education Act which introduced numerous changes was approved and came into force as of January 2005 (see 2.3.). Above all, it launched a new two-stage curricular system in which schools can profile themselves in their school educational programme designed on the basis of the binding document – the Framework Educational Programme. Instruction according to school educational programme started in the 2007/08 school year in the first and sixth year of basic education (for more details see 4.2.).

The annual increase in the number of teaching hours has brought the number of hours for educational content in the running out (still valid in other years) curricular documents in line with the new timetable. In the 2006/07school year the teaching of foreign language was compulsory from the 3rd year – in accordance with the National Plan of Foreign Language Teaching.

Other important changes include the preference for integrated education of pupils with special educational needs (10.5.) and the abandoning of strictly separate special education, although schools and classes designed purely for these pupils still do exist (10.6.4.). The curricular reform also concerns pupils with special educational needs (10.2.).

The Act also enabled legitimate individual (home) education of pupils of the first stage (ISCED 1) of základní škola (see 4.17.), limited multiple repetitions of a year in one stage (see 4.13.) and introduced an output assessment of pupils at the end of basic education (see 4.12.).

Bibliography: Nástin vývoje všeobecného vzdělání v českých zemích
Bibliography: Vývoj školství a vzdělání v Československu

4.2. Ongoing Debates and Future Developments

Current debates relate especially to the implementation of the Education Act, which was approved in September 2004 and came into force in January 2005. One of the fundamental changes lies in the introduction of a two-phased curriculum development. In 2004 the Ministry of Education, Youth and Sports approved a basic document the Framework Educational Programme for Basic Education (FEP BE) (valid from 1st September 2005); and schools have been tasked with developing their own school educational programmes. School educational programmes are binding for all schools by 2007/08 at the latest, being introduced in the first (the beginning of primary education) and sixth (the beginning of lower secondary education) years. In July 2007 the FEP BE was updated. This document, is intended for all schools providing the basic education (including those where pupils with mild mental disability are taught) and lower years of multi-year gymnázium.

Methodological support is provided by the Research Institute of Education, which organises two projects on basic education financed by the European Social Fund:

- Project PILOT Z – a pilot verification of school educational programmes at the 2nd stage of selected základní školy (ISCED 2);
- Project Methodology – a system of methodological support of teachers in the creation and development of pupils' key competences.

Within the project Pilot Z 14 základní školy tested their school educational programmes at the second stage. In parallel, the school educational programmes were also tested at 1st stage (ISCED 1) at these and two other schools, without funding from the ESF, so that school educational programmes for the whole of basic education were tested. The project was under way from September 2004 till June 2006 and ended with a conference in November 2006. The experiences of pilot schools are used to support other schools thanks to the Methodological Portal (www.rvp.cz). Within the project PILOT Z 64 examples of good practice were chosen and described and published in a Handbook of Good Practice, which is now available on the Methodological Portal.

The Research Institute of Education developed three methodological support documents in cooperation with the pilot základní školy, which reflect the experience gained from analysis of the pilot schools' school educational programmes in basic education:

- A Manual for the Development of School Educational Programmes in Basic Education (2005),
- The Structure of a School Educational Programme,
- A Commentary on the Structure of a School Educational Programme for Basic Education.

The aim of the Methodology project is to design a practical system to support teachers in the creation and development of pupils´ key competences during the implementation of the two-stage curriculum. The project concentrates on the preparation, updating, and expansion of the electronic database of methodological contributions, both theoretical and practical. This is hosted also on the Methodological Portal.

The Koordinátor (Coordinator) is another project that has been under way in collaboration between the Research Institute of Education and the National Institute for Further Education and with support from the ESF. This project comprises the preparation and implementation of training intended for coordinators in the development of school educational programmes and focuses on the skills necessary for designing this programme. A school head or a member of educational staff can become a coordinator.

In 2007, the first pilot version of a Framework Educational Programme for Basic Art Education was completed (for more on základní umělecké školy see 4.17.1.). In September 2007 a pilot verification of the preparation of school educational programmes at pilot schools started. The incentives gained in this way will serve to complete the Framework Educational Programme for Basic Art Education and to prepare a Manual for School Educational Programmes at základní umělecká škola. After wide-reaching training (2009/10) it is planned that all základní umělecké školy will be obliged to teach according to the school educational programmes from the 2011/12 school year.

Further debates relate to the assessment of pupils, which is one of three areas specified in the Framework Project of Monitoring and Evaluation of Education (approved in February 2004). The proper project Quality 1 (Kvalita 1) has been under way since 2005. It is supported by the European Social Fund. It concerns assessment at key stages of a pupil's educational career especially in relation to the choice of educational pathway, determination and verification of conditions affecting implementation of a new model of the maturitní zkouška and a new model of the závěrečná zkouška in apprenticeship programmes, collecting information on opportunities of success of school leavers on labour market, etc. Not at least the in-service training of educational staff in evaluation and selfevaluation by should be supported within the project. On the basis of information gained the quality of education should be improved. For more details on the Quality 1 project see 9.6.

Bibliography: Manuál pro tvorbu školních vzdělávacích programů v základním vzdělávání
Bibliography: Rámcový vzdělávací program pro základní vzdělávání s přílohou upravující vzdělávání žáků s lehkým mentálním postižením

4.3. Specific Legislative Framework

The provision of basic education and training is dealt with in the Education Act approved in September 2004, which came in force in January 2005.

The organization of basic education, the numbers of pupils in schools and classes, conditions for providing textbooks and teaching aids, organisation of basic education courses, rules for pupil's assessment, examinations held abroad during compulsory school attendance, and resits are regulated by a Ministry of Education's decree on basic education.

Another decree of the Ministry of Education regulates basic art education described in chapter 4.17.1.

The organisation of a school year is also regulated by the Ministry of Education.

Other binding or recommended measures imposed by the Ministry of Education are published in the Bulletin of the Ministry of Education, Youth and Sports. An Educational and Organisational Information Set is regularly published for every school year, which informs schools of the scheduling of the school year, of approved educational programmes and other valid teaching documents, of the competitions announced by the Ministry of Education, plus of the other organisational and methodical guidelines concerning education, where appropriate.

Legislation: Decree of the Ministry of Education, Youth and Sports on organisation of school year
Legislation: MEYS Decree on basic art education
Legislation: MEYS Decree on basic education and some requirements for compulsory school attendance
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

4.4. General Objectives

Through basic education pupils acquire learning strategies which should motivate them for lifelong learning, learn how to think creatively and solve problems, effectively communicate and cooperate, protect their physical and mental health, creative values and the environment, learn how to be considerate and tolerant of other people, different cultures and spiritual values, to recognise their abilities and real possibilities and to apply these together with the knowledge and skills they have acquired to decide on their life path and professional career.

Since September 2007 teaching according to the Framework Educational Programme for Basic Education has been binding in the first and sixth year of basic education / in the first year of eight-year gymnázium. Currently only one binding document for basic education is in force: the Framework Educational Programme for Basic Education. The second most important document is still the Standard for Basic Education, which was a binding document for creating educational programmes Basic School, National School and General School.

The objectives in the Framework Educational Programme for Basic Education are as follows:

Basic education is to help pupils to create and gradually develop key competences and provide them with a reliable foundation in general education focused especially on everyday life situations and practical behaviour.

These aims should be achieved through:

- enabling pupils to master learning strategies and motivate them for lifelong learning;
- stimulating pupils to creative thinking, logical reasoning and problem solving;
- leading pupils to versatile, effective and open communication;
- developing pupils' ability to cooperate and to respect the work and successes of themselves and others;
- preparing pupils to behave as independent, free and responsible personalities, asserting their rights and fulfilling their duties;
- creating pupils' needs to express positive feelings in their manners, behaviour, and living through life situations; develop their responsiveness and sensitive relationships with people, environment and nature;
- teaching pupils to develop and actively protect their physical, mental and social health and to be responsible for it;
- leading pupils to tolerance and considerateness towards other people, their cultures and spiritual values, and teach them to live together with others;
- helping pupils to recognize and develop their own capacities in accordance with real possibilities and to use these together with acquired knowledge and skills in decision making about their own life and vocational orientation.

Key competences represent a summary of the knowledge, skills, abilities, attitudes and values important for the personal development and usefulness of every member of the society. Their choice and concept originate from values generally accepted in the society and from generally shared views as to which competences contribute to an individual's education, happy and successful life, and to strengthening civil society. The aim of education is to equip all pupils with a set of key competences on a level which is accessible for them, and to prepare them for further education and a useful life in the society.

In basic education, the following competences are considered to be the key ones: learning; problem solving; communication; social and personal competence; citizenship; and work.

The Standard for Basic Education was published in the Bulletin of the Ministry of Education in 1995 and in 1997 a curriculum linked with the integration of the Czech Republic into international structures was added. It divides educational objectives into seven areas: languages, mathematics, natural sciences, social sciences, aesthetic education, health and life-style education, crafts and technology. Educational objectives are defined as follows:

- at the cognitive level – pupils learn the basics of the general culture and of communication to help them orientate themselves in the world outside school;
- at the level of skills and competencies – the ability to employ acquired skills in real-life situations;
- at the level of values and attitudes – human moral values that are part of European traditions, values on which democratic society and the legal order depend and values that enable the pupils to form responsible relationships to their own actions are fundamental.

Bibliography: Rámcový vzdělávací program pro základní vzdělávání s přílohou upravující vzdělávání žáků s lehkým mentálním postižením
Bibliography: Standard základního vzdělávání : včetně Pokynu MŠMT ČR k využití Standardu základního vzdělání a Doplňku ke Standardu základního vzdělání

4.5. Geographical Accessibility

A municipality is obliged to provide for the compulsory school attendance of children with permanent residence in its territory and children placed in its territory in school facilities for institutional or preventative care. For such purposes a municipality establishes a basic school or ensures compulsory school attendance to be satisfied at a basic school established by another municipality or union of municipality.

Catchment areas of local schools are defined in the territory of a municipality, a part of a municipality, or in the territory of several municipalities. If there is only one základní škola in an area, the local school catchment area is the territory of the municipality. If there are more in a municipality's area the municipality defines local school catchment areas in a commonly binding decree. If there is only one or more established by the union of municipalities in their territory or if several municipalities enter into an agreement on establishing a common catchment area of one or more in their area, each of the municipalities concerned defines the relevant part of the catchment area in a commonly binding decree. If a municipality does not define a local school catchment area and the compulsory school attendance of pupils is endangered, the relevant Regional Authority decides on the local school catchment area.

A local school catchment area need not be defined for a school providing education for disabled pupils and for schools established by other than a municipalities or union of municipalities.

A region is obliged to ensure transport to the local school catchment area within the basic public transport service if the distance from a pupil's place of permanent residence exceeds four kilometres.

If the pupil attends a compulsory school in another municipality, then the municipality where the pupil is resident, is obliged to pay the municipality – the organising body of the school – the current costs per pupil of this school, unless the municipalities agree otherwise. The municipality is not obliged to pay these costs if there is a school in its catchment area which can offer free compulsory school attendance for the pupils.

There has always been an even, dense distribution of .

There are a great number of small municipalities in the Czech Republic meaning also a large number of small schools (28% of základní školy have less than 50 pupils). The nature of the settlement density (a high number of local authorities are very small) has sometimes meant and still means that the number of children in some municipalities is not sufficient to ensure the economic viability of a full range school. To ensure accessibility, especially for small children, the first stage can be established separately, even though it represents an educational unit only in combination with the second stage. Thus small municipalities, where local conditions require it, can establish schools with only the first stage, and in exceptional circumstances only with the second stage.

Another option to increase geographic accessibility to is the establishment of schools in which children of several successive years are taught in one class. Where the number of children is very low, málotřídní školy can be established with only two or more classes in the first stage (in an extreme case of a one class school, pupils of all five years are in one class).

According to last data from 2004/05 school year more than one third (37,6%) of all základní školy were the schools with only the first stage (moreover, most of them were málotřídní školy). About 12% of first-stage pupils attended such schools. Small portion of schools (about 7%) were schools with both stages, but in the first stage with mixed age classes.

The Ministry of Education stipulates the minimum number of pupils for individual types of schools, and the minimum and maximum numbers of pupils in a class, study group or department (see 4.8.). The organising body of the school may, in the interest of maintaining accessibility, permit exceptions of up to four pupils from the stipulated number and of up to 20 per cent from the minimum number stated for classes offering tuition in the language of a national minority, or for preparatory classes of, provided that in the case of a reduced number they cover the increased costs of educational activities, that an increased number of pupils is be detrimental to the quality of education offered by the school, and that health and safety conditions are satisfied.

Bibliography: Statistická ročenka školství 2004/2005. Výkonové ukazatele

4.6. Admission Requirements and Choice of School

The legal guardian of a child is obliged to register the child for compulsory school attendance between 15th January and 15th February of the calendar year during which the child should begin compulsory school attendance.

Compulsory school attendance starts at the beginning of the school year following the child's sixth birthday, unless he/she is granted a postponement.

Exceptionally also a child younger than six years of age may be admitted to compulsory school attendance (for details see 2.5.). However, a gradually increasing number of parents are choosing to postpone the beginning of school attendance for their children (see 2.5. a 4.18.2.).

A pupil satisfies their compulsory school attendance at the základní škola established by a municipality or a union of municipalities located in the school catchment area where the pupil has permanent residence (local school) unless the legal guardian selects for the pupil a school other than the local school (see 2.5.).

Pupils move from one year to the next automatically. The prerequisite for acceptance at a gymnázium is successfully meeting the entrance requirements (usually including an entrance examination; see 5.7.).

4.7. Financial Support for Pupils' Families

Basic education is free of charge with the exception of private and denominational schools, which can charge tuition fees.

Health insurance for children, pupils and students is covered by the state up to the age of 26.

Generally, families are financially supported from three sources: from the budget of the Ministry of Labour and Social Affairs through various benefits, from the budget of the Ministry of Education through contributions to some services for school (meals, accommodation, general interest activity etc.), and families with low income from the budget of the school's organising body in the form of reduced fees or relief for various services.

Support provided by the Ministry of Labour and Social Affairs is based on the subsistence level for a family (depending on the number of children and their age). The family of a child receives the allowances from birth until the child reaches the age of 15 and further to the age of 26 if the child is in education and being systematically prepared for a future occupation. Benefits for children are not provided comprehensively, but on the basis of the family income, with three levels indirectly proportional to family income and three levels directly proportional to the child's age. If the family's income is four times the subsistence level, then the family does not receive any allowance. On the other hand, if the family's income is less than 2.2 times the minimum, then the family receives a further social allowance in addition to the child's allowance. Since January 2008 family can claim a child allowance (with only one level) if their income is less than 2.4 times the subsistence level, and a social allowance if their income is less than two times the subsistence level. At the same time one of parents might draw claims to tax relief, the amount of which increased in 2008.

There is a system of reduced fares for pupils who commute to school. Between the ages of 6 and 15 pupils pay not more than 37.5% of the normal fare, and between the ages of 15 and 26 no more than 75%. The difference in the price of fares is paid to transport companies by the regions according to rules laid down by the Ministry of Education.

Non-financial support represents another form of subsidy from the budget of the Ministry of Education.

Pupils in the first year of basic education and children placed in preparatory classes of základní školy are provided free of charge with basic teaching aids to the value of CZK 200 per pupil per school year. Disabled pupils in the second and higher years are provided free of charge with basic teaching aids to the value of CZK 100 per pupil and school year. Pupils of základní školy and children included in preparatory classes are provided free textbooks and teaching texts published in the list of textbooks (see 4.11.). Pupils in the first year of basic education and children in preparatory classes are not required to return such textbooks and teaching texts, whereas pupils of other years of basic education must return textbooks and teaching texts not later than by the end of the relevant school year.

Support from the budget of the Ministry of Education is given also for the costs that are not direct educational costs but are related to education.

Apart from education, a school can offer its pupils all-day care in school facilities established by the community. These include the školní družina, intended for pupils in the first stage while their parents are at work, and the školní klub, which provides general interest activities for pupils at the second stage and corresponding years of multi-year gymnázium and conservatoires. The školní družina and the školní klub provide general interest education for pupils of one or several schools. There is generally a charge for education that satisfies personal interests. The amount of the payment is regulated school head can divide it into several instalments and the amount can be reduced or waived under stipulated terms.

A municipality or a union of municipalities can open and close down school catering facilities serving children and pupils of schools established by them. Schools can also ensure school meals by contract with external catering services. The level of payment for school meals is set by decree.

A school can provide rooms and equipment for recreational activities of different institutions.

In accordance with its educational programme, a school can organise trips for pupils to alternative environments without interrupting instruction (školy v přírodě), trips abroad, and further events related to the educational activities of the school.

Legislation: Order of the Minister of Education, Youth and Sports for implementation of the amendment of the article 12 of the Act on State Social Support No 117/1995
Legislation: Decree of the Ministry of Education, Youth and Sports and Ministry of Social Affairs on further study, possibly teaching which for obtaining state social benefit and pension insurance are considered to be studies at secondary schools and higher education institutions
Legislation: Decree of MEYS on special interest education
Legislation: Decree of MEYS on school boarding
Legislation: Assessment of the Ministry of Finance which issues the List of goods with regulated price
Legislation: Act on income taxes
Legislation: Act on State social support
Legislation: Act on public health insurance
Legislation: Act on living standard and subsistence level

4.8. Age Levels and Grouping of Pupils

Basic education is mostly realized in the základní škola, which comprises 9 years and is divided into the first stage (years 1-5, primary education) and the second stage (years 6-9, lower secondary education). It is still, however, possible for a school to comprise fewer than all (9) years (see 4.5.).

Pupils are grouped into classes by age. In the first stage of education, one class can comprise pupils from more than one year of the first stage (so called málotřídní škola). An exceptionally talented pupil can be transferred to a higher year without completing the previous year (for detail see 4.13.), although such cases are exceptional. A failing pupil can repeat a year, but no more than once in a stage (4.13., for data see 4.18.2.).

One class can have a maximum of 30 pupils. The minimum average number of pupils is 17. A school with only the first stage has an average of 10-15 pupils in one class according to the number of classes. The organising body of the school may permit exceptions of up to four pupils.

In accordance with the school educational programme, classes can be divided into groups for instruction in certain subjects, and groups can be formed of pupils from one or more years. Classes can also be merged. The number of groups and numbers of pupils in the groups is determined with regard to the spatial, personal, and financial potential of the school, to the nature of activity performed by pupils, in accordance with health and safety requirements, and with respect to the demands of the subject in terms of didactics and methodology. In foreign language lessons, the highest number of pupils in one group is 24, in other lessons it is not more than 30. Physical education in the second stage of education is not usually coeducational.

The school head can organise groups of pupils or classes with extended teaching of some subjects or groups of subjects. Classes using adapted educational programmes are established for disabled pupils. A class for disabled pupils has 6-14 pupils and it is possible to place pupils from two or more years in a class.

If in a municipality a Committee for National Minorities was established, a class or school offering education in the language of the relevant minority must be set up. A class must have at least 10 pupils on an average, and a school must have an average of 12 pupils in one class (exceptions may be permitted of up to 20%). At selected schools, classes for language instruction are established for pupils who are children of citizens of other member states of the European Union and who are staying in the territory of the Czech Republic on a long-term basis, performing compulsory education here. Such classes must have a maximum of 10 pupils. (For details see 10.7.)

In general, classes at the first stage have only one class teacher (generalist), with foreign languages or physical education possibly taught by another teacher. At the second stage, teaching by specialised subject teachers is the rule. In classes where a pupil with special educational needs is educated, a post of asistent pedagoga may be established and in classes for pupils with severe disabilities, there can be up to 3 teaching staff at the same time, one of whom is a asistent pedagoga.

4.9. Organisation of School Time

The organisation of school time is set down by the Education Act and by decrees that fix the school year and holidays and weekly and daily regime; and by educational programmes that fix the number of teaching hours in a week.

Legislation: Decree of the Ministry of Education, Youth and Sports on organisation of school year

4.9.1. Organisation of the school year

The school year in all types of schools runs from September 1 to August 31 of the following year. It is divided into teaching periods and holiday periods, which are specified by ministerial decree.

The teaching period of a school year starts on September 1 and ends on June 30 of the following calendar year and is divided into two terms. The first term runs from September 1 to January 31 of the following calendar year. The second term runs from February 1 to June 30. If the first term starts on a Friday, teaching begins the following Monday. If the second term is to end on a Monday, teaching ends the previous Friday.

School holidays include autumn holidays, Christmas holidays, a mid-school-year holiday, spring holidays, Easter holidays and summer holidays.

Autumn holidays consist of two days and are added to the state holiday on October 28. Christmas holidays run from December 23 to January 2. The mid-school-year holiday is one day and is held on a Friday in the period January 29 – February 4. Spring holidays last one week and their timing varies according to the location of the school within the period from the first complete week of February to the last complete week of March, so that it does not overlap with Easter holidays. Easter holidays run from the Thursday before Easter to Easter Monday. The main summer holidays last from the end of the second term to the beginning of the first term, in principle from July 1 to August 31.

A school head can agree a maximum of five days off during one school year for serious organisational and technical reasons.

A školní družina operates on school days and on holidays, while a školní klub operates on school days, and on days when there are no lessons, while a středisko volného času usually operates throughout the school year. School meals are provided for pupils while they are at school.

The Ministry of Education may, in individual cases, permit variations from the usual organisation of the school year.

Legislation: Decree of the Ministry of Education, Youth and Sports on organisation of school year

4.9.2. Weekly and daily timetable

The school week, like the working week, comprises five days, from Monday to Friday.

The school head decides on the actual organisation of the daily timetable, within the framework of general rules set up by legislative and curricular documents. Time for extracurricular activities is not stipulated.

(5)-day week system

LENGTH OF SCHOOL DAY, EACH DAY OF THE WEEK					
	Out-of-hours provision (before lessons)	Lessons (starting and finishing times in the morning)	Lunch break	Lessons (starting and finishing times in the afternoon)	Out-of-hours provision (after lessons)
Monday	Not set	No earlier than at 7 a.m.	At least 50 minutes	No later than 5 p.m.	Not set
Tuesday	Not set	No earlier than at 7 a.m.	At least 50 minutes	No later than 5 p.m.	Not set
Wednesday	Not set	No earlier than at 7 a.m.	At least 50 minutes	No later than 5 p.m.	Not set
Thursday	Not set	No earlier than at 7 a.m.	At least 50 minutes	No later than 5 p.m.	Not set
Friday	Not set	No earlier than at 7 a.m.	At least 50 minutes	No later than 5 p.m.	Not set

The beginning and end of teaching is limited by decree. The maximum number of hours per week is set by the Education Act, the minimum number of hours per week is set by the framework curriculum timetable. The number of hours per week per years is as follows:

year	1.	2.	3.	4.	5.	6.	7.	8.	9.
interval	18-22	18-22	22-26	22-26	22-26	28-30	28-30	30-32	30-32

The number of hours per subject or educational field is set in the Framework Educational Programme by framework curriculum timetable for the 1st (1st-5th year) and for the 2nd (6th-9th year) stage always generally for the whole period in the form of minimum number of hours for a given subject/ educational field. The concrete timetable is defined in school educational programme (see 4.10.1.), approved by the school head. In the years, which are still to follow the running out educational documents, the number of hours per subjects or educational fields is either fixed or specified by the school head within set limits. He/she specifies the particular number of hours per subject for every class at the beginning of every school year in a class timetable.

Classes usually start at 8 a.m., but a school head can move the starting time as long as it is not earlier than 7 a.m. The last lessons must finish by 5 p.m. at the latest. The school head must allow pupils to enter the premises of the school at least 20 minutes before the commencement of morning lessons, and at least 15 minutes before the commencement of afternoon lessons. One lesson lasts 45 minutes. There are 10-minute breaks and at least one 15-minute break, usually after the first two lessons. The break between the morning and afternoon classes is at least 50 minutes. When instruction is not organised in traditional lessons the distribution of breaks and their length is determined with regard to the nature of the activities and to the basic physiological needs of pupils. Pupils in the first five years can have a maximum of 5 lessons in the morning and 5 lessons in the afternoon. For pupils in the sixth to ninth years, the maximum is 6 lessons. The school head can, without any special negotiations with the organising body, modify the organisation of teaching time providing that the overall extent of the education set in the curriculum and relevant standards of education is respected and that the proposed changes are in compliance with legislation and do not require any increase in the school budget. This concerns e.g. irregular timetables, grouping of classes, project teaching, modular curriculum etc.

The school building can be open outside teaching hours for use in extracurricular and leisure time activities (see 4.7.).

Bibliography: Rámcový vzdělávací program pro základní vzdělávání s přílohou upravující vzdělávání žáků s lehkým mentálním postižením

4.10. Curriculum, Subjects, Number of Hours

The content of basic education is stipulated in the Framework Educational Programme for Basic Education (FEP BE). For running out educational documents the content was stipulated in the Standard for Basic Education.

The FEP BE is binding for all schools providing basic education starting from the 2007/08 school year (from years 1 and 6). The FEP BE specifies the objectives of basic education, the level of key competences which pupils should achieve, areas and fields of education, the content of education in general, the expected outcomes in periods, and a framework curriculum. Schools draw up their school educational programmes (SEP) on the basis of the FEP BE, setting out the specific timetable and content of education – the teaching programmes, and possibly the conditions for education of pupils with special educational needs. (For more see 4.10.1.)

Since 2007/08 school year also lower years of eight-year gymnázia have developed their SEP according to the FEP BE. In other years teaching still follows the running out educational documents.

The content of education of pupils with special educational needs is since 2007/08 part of school educational programmes prepared on the basis of the FEP BE which comprises a supplement for education of pupils with mild mental disability (see 10.2.).

The content of education in preparatory classes (see 4.1.) is guided by the Framework Educational Programme for Pre-primary Education (see 3.10.) and is a part of the school educational programme of the základní škola.

The 1995 Standard for Basic Education stipulates the content of education in general. Educational programmes specify subjects and the number of hours allotted to each of them in details and determine the content of teaching in the subjects (teaching programmes). (For details see 4.10.2.)

Bibliography: Rámcový vzdělávací program pro předškolní vzdělávání
Bibliography: Rámcový vzdělávací program pro základní vzdělávání s přílohou upravující vzdělávání žáků s lehkým mentálním postižením
Bibliography: Standard základního vzdělávání : včetně Pokynu MŠMT ČR k využití Standardu základního vzdělání a Doplňku ke Standardu základního vzdělání

4.10.1. Framework educational programme for basic education

The Framework Educational Programme for Basic Education (FEP BE) defines nine main educational areas consisting of one or more educational fields, cross-curricular themes and supplementary educational fields. It also specifies the compulsory content of the fields, i.e. the curriculum and expected outputs at the end of every period (the first stage is divided into first and second periods: years 1-3 and 4-5).

The FEP BE also includes a framework timetable (see 4.10.1.1.). For particular educational areas (fields) the minimum total week number of hours is defined (in 45 min lessons), which is a summation of number of hours (weekly devoted to some educational area) of all years of a given stage. The FEP BE sets also number of disposable hours. The total compulsory time in a week is a summation of total week number of hours of all educational areas and disposable hours, it must be at least 118 hours for the first stage and 122 hours for the second stage of see základní škola. For the minimum and maximum number of lessons in a week for particular years – see 4.9.2.

The school educational programme (SEP) divides the curriculum into particular years (or other compact parts e.g. modules) and into subjects and specifies syllabus. Whereas from one educational field, it is possible to form one or more subjects or the educational content of different fields can be integrated in an "integrated subject".

Fundamentals for preparing the school education programme for basic education

The SEP:

- is prepared in accordance with the FEP BE for the whole or part of the basic education period, i.e. for those years for which the school provides basic education;
- ensures equal access to basic education for all pupils in compulsory school attendance and takes into account their educational needs and abilities;
- enables a differentiated and individualized approach to instruction for pupils with special educational needs and for exceptionally gifted pupils if education of those pupils requires so (see chapter 10.);
- creates the preconditions for realizing educational content with a view towards pupils ' age-specific characteristics, thus helping to form and develop their key competencies;
- helps to fulfil the objectives of basic education as established by the school 's educational strategies, as well as the objectives of the educational area established by educational strategies at the level of subjects of instruction;
- is prepared in such a manner as to allow teachers to develop a creative working style and not to limit them in applying different methods or different time schedules based on the teachers ' experience with effective instructional methods and their pupils ' specific needs;
- is a relatively stable document and any eventual changes in its curriculum timetables and syllabi should not negatively affect pupils' education in a cycle already in progress;
- follows the prescribed structure.

The prescribed structure is divided into six parts: Identifying information, Characteristics of the school, Characteristics of the SEP, Curriculum timetable, Syllabus, Assessment of pupils, school's self-evaluation.

Bibliography: Rámcový vzdělávací program pro základní vzdělávání s přílohou upravující vzdělávání žáků s lehkým mentálním postižením

4.10.1.1. Framework timetable

Educational areas	Educational fields	Minimum number of hours	
		1st stage	2nd stage
		years 1-5	years 6-9*
Language and language communication	Czech language and literature	35	15
	Foreign language	9	12
Mathematics and its application		20	15
Information and communication technology		1	1
People and their world		12	
People and society	History	-	11
	Citizenship education		
People and nature	Physics	-	21
	Chemistry		
	Biology		
	Geography		
Art and culture	Music	12	10
	Fine art		
People and their health	Health education	-	10
	Physical education	10	
People and the world of work		5	3
Cross-curricular themes		P	P
Disposable hours		14	24**
Total compulsory number of hours		118	122

P = must be included at the given stage and disposable hours can be used

* lower years of multi-year gymnázia

** The school is obliged to offer pupils at stage 2 (no later than by grade 8) six hours of instruction in Another foreign language. Pupils who do not choose Another foreign language must choose from other electives, using the same amount of time allotment.

Educational areas

Language and language communication is composed of two fields. Czech language and literature must be taught in every year (at minimum 50 hours in total). A foreign language (preferably English) is compulsory from year 3, for at least 3 hours a week in every year (21 hours in total). It may be taught from year 1. Special legal regulations apply where the language of instruction is other language than Czech.

Mathematics and its applications is taught in every year (at minimum 35 hours in total).

Information and communication technology (ICT) is taught at least once at the first stage and once at the second stage (at minimum 2 hours in total).

The educational area (field) 'People and their world' is taught at first stage only, in every year (minimally 12 hours in total).

The educational area 'People and society' is composed of History and Citizenship education and is taught at the second stage only, for a total of 11 hours.

The educational area 'People and nature' is composed of Physics, Chemistry, Biology, and Geography and is taught at the second stage only, for a total of 21 hours.

Art and culture includes Music and Art and is taught in every year (22 hours in total).

The educational area 'People and their health' includes Health education and Physical education. Health education is taught only at the second stage, at the first stage, the educational content of Health education is included in the educational area of People and their world. The educational content of the educational field Physical education is realized at all years of basic education; the time allotment must not drop below 2 hours per week. The minimum number of hours for 'People and their health' area is 10 hours at the first stage, 10 hours at the second stage, i.e. 20 hours in total.

The educational area (field) 'People and the world of work' is taught in every year, for a total of 8 hours.

The following cross-curricular themes must be taught at both first and second stage, although they need not be included in every year: Personal and social education, Education for democratic citizenship, Education towards thinking in the European and global context, Multicultural education, Environmental education, and Media studies.

Religion can be taught in compliance with the principles and objectives of education. Religion is taught as a non-compulsory subject at schools established by a municipality or a union of municipalities, if at least seven pupils of the school request religion lessons. Pupils from several years of one school or more schools may be combined in one class, as long as the number of pupils in one class does not exceed thirty.

Both in the first and in second stage a fixed number of disposable hours is specified (14 in the first stage, 24 in the second stage); use of these hours is fully at the discretion and responsibility of the school head, the use of all disposable hours in the SEP's curriculum timetable is binding. Disposable hours can be used:

- to implement cross-curricular themes,
- to increase time for particular educational areas and fields,
- to introduce other areas of compulsory education which help to complete the orientation of the school,
- to introduce supplementary educational fields (e.g. drama),
- to expand the content of an educational field, e.g. a second foreign language for at least 6 hours, which must be offered to pupils at least from year 8 (the school must offer English to pupils who did not choose it as their first foreign language). It may also be used to offer other optional subjects for the same number of hours for pupils who have not opted for a second foreign language,
- to increase the time for physical education in two successive years of the first stage, where compulsory swimming lessons are offered,
- to introduce teaching to support the education of pupils with special education needs.

Bibliography: Rámcový vzdělávací program pro základní vzdělávání s přílohou upravující vzdělávání žáků s lehkým mentálním postižením

4.10.2. Running out educational documents

Within the framework of the Standard for Basic Education three educational programmes were approved in 1993-1997: Základní škola, Obecná škola, Národní škola. More than 90% of basic schools and pupils followed the Základní škola educational programme. Currently these educational programmes are only running out educational documents, functioning along with the Framework Educational Programme for Basic Education.

All educational programmes were designed for the základní škola as a whole and had comparable outputs at the end of the first stage of a základní škola, allowing the pupils to continue in a different programme at the second stage, although pupils were recommended to continue in the same programme throughout basic education since each of these educational programmes varies slightly in its educational character.

The content of education of these three running out educational programmes follows the Standard for Basic Education, which specified the objectives of education, the educational areas and fields. In educational programmes these are divided into particular subjects with a detailed syllabus.

The timetable allows for intervals of less than one lesson (i.e. less than 45 min) and individual activities can be combined and interrelated.

Rules for approving educational programmes also stipulated the minimum time to be devoted to different aspects of education. Timetables of currently running out educational programmes then determine the obligatory time devoted to subjects, including disposable lessons. The Základní škola programme includes model timetables intended for classes with extended teaching in languages, ICT, music, art, mathematics and sciences, and physical education.

The timetable for the second stage also includes optional subjects, although the total number of lessons per week cannot be exceeded. Optional subjects are taught for at least one term of the school year. Pupils of different ages can be grouped together.

The timetable for both the first and second stages can include non-compulsory subjects as well. These may exceed the fixed number of lessons and there is no limit on their number.

In the Rules for approving educational programmes the annual minimum time for individual subjects (Czech language and literature, Mathematics, Music, Art, Physical education and sports, Crafts and technology) per year in all years was stipulated, it means the minimum number of hours devoted to the single educational area per year.

Social sciences, Natural sciences and Health education are taught* in all years of the 1st stage (ISCED 1). Physics, Biology and geology, Geography and history are taught* in all years of the 2nd stage (ISCED 2) of the základní škola. Chemistry is taught no earlier than in the 7th year, but always in the 8th and 9th year. *(Since the school year 2007/08 in the 1st and the 6th year the education follows the school educational programmes created on the basis of FEP BE.) Since 2006/07 a foreign language, generally English or German, has been compulsory from the 3rd year (previously the 4th year). A second foreign language is taught* from the 6th year if it is included into the timetable of educational programme as a compulsory subject as part of extended foreign language teaching or from the 7th year, if it is* an optional subject. *(Within the creation of school educational programme the school can profile consistent with its tradition of extended foreign language teaching.) The second language is always English or German if the language taught since the 3rd (or 4th year) was different. If the first compulsory language was English or German, the school should preferably offer French, Russian of Spanish.

Topics of Health education and Man and Society are always taught at the 2nd stage (ISCED 2).

Since 2002 the educational area "Education towards the choice of employment" is also included in the curriculum of basic education (for more information see 4.15.).

Religion can be taught at schools in compliance with the principles and objectives of education. Religion is taught as a non-compulsory subject at schools established by a municipality or a union of municipalities if at least seven pupils of the school request religion lessons. Pupils from several years of one school or more schools may be combined in one class, with a maximum number of thirty pupils per class.

The school head can make organisational changes without consultation with the organising body, such as irregular distribution of teaching hours, grouping of classes, project education, a modular curriculum etc., providing that the prescribed extent of curriculum is respected, no additional funding is required and the educational staff involved in those changes and the school council agree with the planned changes.

The structure of the educational programme is prescribed and must include a name, a description of starting points and objectives, a timetable and organisational structure of education, a syllabus and other specific features of courses, as well as a description of the conditions necessary for implementing the programme. It may also include requirements for pupils' assessment and for further teacher training or special programmes for classes with extended education of some subjects.

The pupils who complete their compulsory education at an 8-year gymnázium follow, except those in the first year, the curriculum for the 8-year gymnázium and the curriculum of the 6-year gymnázium is

derived from the 8-year one (see 5.13.1.2.).

For other alternative educational programmes, see 4.17.

On the timetable of the Educational Programme of the Základní škola see 4.10.2.1.

Bibliography: Standard základního vzdělávání : včetně Pokynu MŠMT ČR k využití Standardu základního vzdělání a Doplňku ke Standardu základního vzdělání
Bibliography: Vzdělávací program Národní škola
Bibliography: Vzdělávací program Obecná škola 1.-5. ročník
Bibliography: Vzdělávací program Obecná škola 6.-9. ročník
Bibliography: Vzdělávací program Základní škola

4.10.2.1. Timetable of the Educational programme Základní škola

Timetable of the Educational Programme of the Základní škola (valid since 1 September 2007)

Subject	**Year**								
	~~1.~~	2.	3.	4.	5.	~~6.~~	7.	8.	9.
Valid for all pupils except those in the 1st and 6th year in the 2007/08 school year									
Czech language	40					16			
Foreign language			9			12			
Valid for pupils in the 5th year in the 2007/08 school year									
Czech language					7	16			
Foreign language					4	12			
Valid for all pupils of all years									
Mathematics	22					16			
Local environment	7								
Natural sciences				7					
National history and geography									
Chemistry								4	
Physics						6			
Biology						6			
Geography						6			
History						6			
Civic education						4			
Family education						4			
Music	6			8		4			
Art						6			
Practical subjects	3					4			
Physical education	10					8			
Optional subjects							6		
Disposable hours**	5					13			
Total number per week	~~20~~	20-22	24	24-26	24-26	~~29~~	29-30	31-32	31-32
Non-compulsory subjects									

The number and organisation of lessons in Natural sciences and National history and geography is agreed by the school head and the teachers so that both subjects in the curriculum are taught in every year. This must include a total of 40 hours of Health education in years 4 and 5.

The number and organisation of lessons in Music, Art and Practical subjects is determined by the school head in agreement with the teachers so that all subjects in the curriculum are taught in every year.

In years 3 to 9, the school usually organises English or German lessons according to the pupils' interests and the school conditions. The second foreign language can be taught as an optional subject, in which case it has to start in year 7. Another foreign language can be German, French, Spanish, Italian, Russian, Slovak, Polish or another. The school must offer English to pupils who did not choose it as a compulsory subject. The teaching of foreign languages as a non-compulsory subject is organised according to the pupil's interest and staff availability and can be taught from 1st year.

**Disposable hours can be used to increase the number of hours for one of the optional subjects, to create a new compulsory subject, whose content is connected with compulsory subject given by the educational programme timetable, to include an optional or another optional subject or to include subjects ensuring special educational needs. At least one hour from the disposable hours at the second stage must be used for teaching of a foreign language from the 7th year as follows: to increase the number of hours for a compulsory first or second foreign language lessons; to include the second compulsory foreign language lessons; to increase the number of hours for an optional subject linked to the first or second foreign language lessons; to include an optional subject linked to the first or second foreign language lessons; to include an optional subject the second foreign language

Optional subjects may be introduced in year 1 and must be included in years 8 and 9. Each optional subject is taught for at least one term. They include other foreign languages, conversation in a foreign language, ICT, technical education, technical drawing, introduction to economics and accounting, a social sciences seminar, seminar and practical work in natural sciences, administrative services and home economics. This list of optional subjects may be extended by the school head in accordance with the facilities and staffing available at the school and the interests of the pupils, as long as they observe the Standard for Basic Education and develop it functionally.

Non-compulsory subjects can be introduced from 1st year in addition to the weekly lessons. The school head is free to decide on these subjects in consultation with the teachers and according to pupils' interests and school conditions.

Schools organise ski and swimming courses where possible.

Bibliography: Vzdělávací program Základní škola
Bibliography: Změna učebních plánů vzdělávacích programů základního vzdělávání od 1. září 2007

4.11. Teaching Methods and Materials

Teachers can choose their own teaching methods, within the scope of the proposals or recommendations articulated in the educational programme and according to the general policy of the school. In the years, where the education follows the Framework Educational Programme for Basic Education (FEP BE) the methods included there must be observed.

The FEP BE stipulates that cross-curricular themes should be incorporated into teaching, although the way in which this takes place depends on each school and is determined by the school educational programme (see 4.10.2.1.).

Different educational technologies (television, video) are in common use and the use of information technology is steadily increasing.

The minimum material equipment for a school is set by the FEP BE, while the hygienic requirements for school rooms are regulated by the decree of the Ministry of Health. There are no specific requirements as to teaching aids, which must however be adequate to the needs of pupils. In the Bulletin of the Ministry of Education, Youth and Sports and on the Internet, the Ministry of Education

publishes the List of textbooks and teaching texts approved by an approval clause on the basis of an assessment as to whether these comply with educational objectives stipulated in the Education Act, in Framework Educational Programmes and legal regulations. Schools may also use other textbooks and teaching texts unless these are contrary to these educational objectives. A school head decides on the use of textbooks and teaching texts. Pupils are provided with free textbooks and teaching texts contained in the list of textbooks, and pupils of the first year of basic education and children included in preparatory classes are not required to return them. Pupils in the first year and children placed in preparatory classes are provided with free basic teaching aids to the value of CZK 200.

There are no regulations relating to pupils' homework.

Legislation: Decree of the Ministry of Health in agreement with the Ministry of Education, Youth and Sports and the Ministry of Labour and Social Affairs on sanitary standards in institutions and facilities for education of children and youth

4.12. Pupil Assessment

Pupils are assessed continuously in individual subjects as well as at the end of every term and given a school report which includes both an evaluation of every course and an assessment of the pupil's behaviour and overall results. This school report is issued at the end of every term, although for the first term pupils may receive an extract from the school report instead of the full report. The continuous assessment and assessment in the school report are provided by teachers.

The decree states that assessment is based on an evaluation of the extent to which a pupil has achieved expected outcomes formulated in the curricula of the individual subjects in the educational programme of the school. Assessment must be justifiable from the pedagogical point of view, technically correct, and verifiable. Assessment of the procedure and the outcomes of education and of conduct of pupils must be:

- unambiguous;
- comprehensible;
- comparable to pre-defined criteria;
- pragmatic;
- universal.

The principles of assessment form a part of the school code and include:

- principles of assessment of the procedure and the outcomes of education and conduct of pupils at school and during events organised by the school;
- principles and regulations of pupils' self assessment;
- the levels of assessment of achievement and conduct, where classification is used, and the requirements for these on the basis of pre-defined criteria;
- principles of verbal assessment, including pre-defined criteria;
- how the overall assessment of a pupil is formulated on a report where verbal assessment or on a combination of verbal assessment and classification is used;
- how the data for assessment is acquired;
- details of examinations by examining boards and resits;
- how pupils with special educational needs are assessed.

According the Rapid Polling survey of 2005 (see more 9.5.4.) in which more than a half of základní škola participated nearly all schools in continuous assessment use marks 1-5, in parallel they use a verbal assessment (58.9%) and/or assessment in per cents (32.1%). Pupils class ranking is used in about one quarter of schools.

The assessment of results of education of a pupil included in a school report can be expressed by marks, verbally, or by combination of both. The school head decides on the form of evaluation with the consent of the školská rada. The school can convert s verbal assessment into a numerical mark or vice versa if the pupil is transferring to a school which uses a different type of assessment. Pupils attending základní školy for children with special educational needs must receive a verbal assessment, while a school head may agree to a verbal evaluation for a pupil with a learning disability on the request of the pupil's legal guardian. According to the survey mentioned above two fifth of normal základní školy do

not used the verbal assessment in the school report, others mainly for selected pupils.

A pupil's conduct is assessed by means of the following marks, where marks are used (numerical at the first stage of education, and a respective verbal expression at the second stage of education):

Pupils' results in individual courses are assessed as:

1- excellent

2- very good

3- good

4- satisfactory

5- unsatisfactory

Pupils' behaviour is assessed as:

1- very good

2- satisfactory

3- unsatisfactory

The overall assessment of a pupil in the school report is expressed as follows:

- "passed with honours" if no mark for any compulsory subject specified in the school educational programme is worse than "2" – "very good", the average is not higher than 1.5, and his or her conduct is assessed as very good; in the case of verbal assessment or a combination of assessments, the school conforms to principles of assessment included in the school code;
- "pass" if no mark for a compulsory subject is a "5" – "failed" or the corresponding verbal assessment;
- "failed" if any compulsory subject receives a "5" – "failed" or the corresponding verbal assessment or if the pupil is not assessed at the end of the second term;
- "not assessed", if it is not possible to assess a pupil from one of the compulsory subjects of the school educational programme at the end of the first term.

Pupils of the ninth year and pupils who have not yet repeated a year, who fail a maximum of two subjects at the end of the second term (with the exception of subjects focusing purely on educational care), may retake the examinations.

A pupil's educational achievements the individual compulsory and optional subjects provided by the educational programme and the pupil's conduct at school and during events organised by the school are assessed, where verbal assessment is used, so that the level of education attained is apparent especially as relates to the educational objectives of the individual subjects defined in the educational programme of the school, to their educational and personality-related pre-requisites, and to their age. Verbal assessment comprises an evaluation of the pupil's educational achievements in terms of their development; an assessment of how the pupil has worked and his or her attitude to education, also of any circumstances affecting his or her performance; and an outline of the pupil's further development. It also contains justification of the assessment and recommendations as to how any possible failures can be prevented and overcome.

Non-compulsory subjects are assessed in the same manner as compulsory ones but they are not included in the overall evaluation.

The results of a pupil's work in special interest activities organised by the school, if marking is employed, are assessed on the report by means of the following grades:

- worked successfully;
- worked.

Assessment of work on at recreational courses is not included in the overall evaluation.

Bibliography: Rychlá šetření 2005

4.13. Progression of Pupils

A pupil who has succeeded in all compulsory subjects specified by the school educational programme with the exception of subjects focusing only on educational care at the end of the second term (or upon re-examination) moves up to the next year. Otherwise they repeat the year. A pupil who has already repeated a year within a stage can proceed to the next year regardless of their results.

If a pupil cannot be assessed at the end of the second term for an acceptable reason, the school head assigns an alternative date not later than the end of September of the following school year. Until then the pupil attends the next year, or repeats the ninth year.

In the case of an exceptionally gifted pupil, school heads may, at the request of their legal guardian, transfer that pupil to a higher year without their completing the previous year. The transfer is conditional on their passing examinations relating to the syllabus (or the part of the syllabus) of the year the pupil does not complete. However, nine years of compulsory school attendance must be completed.

4.14. Certification

Attainment of základní vzdělání is documented by a school report on the successful completion of the ninth year (or the tenth year) of basic education, the second year of a 6-year gymnázium, the fourth year of an 8-year gymnázium or the eight-year educational programme of a conservatoire, or by a school report issued after successful completion of a course for completing základní vzdělání. These certificates are issued with proof that the required level of základní vzdělání has been reached.

A school issues its pupil an output assessment in the last year (in the fifth or seventh years where appropriate) of compulsory school attendance.

The output assessment contains primarily a statement of the output level of education achieved by a pupil within. An output assessment of a pupil also contains a statement of:

- opportunities for the pupil and his/her talents,
- prerequisites for further education of the pupil or for his/her future career,
- the pupil's conduct during compulsory education,
- further relevant information concerning the pupil's education.

A pupil receives an output assessment from the school at the end of the first term of the school year in which he/she completes compulsory education. A pupil can also receive an output assessment from the school in the fifth and seventh years if he/she is applying to a secondary school, but no sooner than at the end of the first term and no later than 10 working days after the application is submitted (or to 5 working days after the deadline for the application). If the pupil applies for a field of study for which the admission procedure comprises an aptitude examination specified by the Framework Educational Programme, he or she can receive an output assessment no sooner than 30th October and no later than 10 working days after the application is submitted (or to 5 working days after the deadline for the application).

Many pupils who do not attain základní vzdělání level can continue their education and training in branches of střední školy designed especially for these pupils (fields of praktické školy and odborné učiliště).

4.15. Educational Guidance

The head of a základní škola, střední škola, or vyšší odborná škola must ensure the provision of guidance services in the school usually engaging a výchovný poradce and a teacher pro preventative education case, who co-operate especially with class teachers, with teachers of physical, artistic,

manual and other education, and possibly with other teachers of the school. Guidance services in a school can also be provided by a school psychologist or a school special educational needs teacher.

Guidance in a school is focused on:

- prevention of school failure;
- primary prevention of socio-pathologic phenomena;
- career guidance integrating education, information and support in the choice of educational paths and subsequently careers;
- expert support in the integration and education of pupils with special needs (including pupils of different socio-cultural background and those from underprivileged socio-economical backgrounds);
- overseeing the education of gifted and exceptionally gifted pupils;
- continuous and long-term care of pupils with low achievements and creating the conditions for improvement;
- methodological support of teachers in the application of psychological and specialised educational knowledge and skills in the school.

Standard activities of a výchovný poradce include:

- career guidance and counselling on pupils' further educational and career paths;
- providing or arranging (entrance and continuous) diagnostics of special educational needs and interventional activities for pupils with special educational needs;
- creating conditions for the integration of pupils with disabilities into a school, coordination of counselling services provided to the pupils by a school and school guidance establishments, and coordination of educational measures for the pupils;
- passing on professional information from the area of career guidance and care for pupils with special educational needs to school educational staff.

Common activities of the "školní metodik prevence" include above all:

- coordination and participation in school activities aimed at prevention of truancy, addiction, violence, vandalism, molestation, sect abuse, precriminal and criminal behaviour, manifestation of self-destruction and other socio-pathological phenomena;
- methodological supervision of activities of school educational staff in the area of prevention of socio-pathological phenomena (identifying behavioural difficulties, preventive work with classes, etc.);
- coordination in education of school educational staff in the area of prevention of socio-pathologic phenomena.

In class educating pupil with special educational needs the school head can establish a function of the asistent pedagoga.

For working conditions, qualification requirements of guidance staff in schools and of the asistent pedagoga see 8.5.

School can also cooperate with the pedagogicko-psychologická poradna, which offers help also to pupils or their guardians, or in case of pupils with health disability or disadvantage the speciálně pedagogické centrum.

Since September 2002 the educational area ''Education towards the choice of employment'' has become a part of educational programmes for basic education (see 4.10.2.) at all základní školy (with the exception of schools which only have the first stage). This is included in basic education to help pupils gain the knowledge and skills needed to enter and progress in the labour market and for their further vocational and educational progress. Each educational area set up by the Ministry of Education is included in the compulsory subject which is the closest to a given area (e.g. civic education), in optional subjects and in other school educational activities. The number of hours (optimally) is 60 lessons in the last 2 to 3 years of school attendance. The school head decides how this will be incorporated into the curriculum.

The People and the World of Work is one of educational areas included in the Framework Educational Programme for Basic Education (see 4.10.1.) and comprises a thematic field called the World of Work, which is mandatory for years 8 and 9 (with the possibility of starting in year 7).

Legislation: MEYS Decree on providing guidance in schools and school guidance facilities

4.16. Private Education

For a historical overview see 5.19.1. The development of private and denominational schools is described in detail in the section on the upper secondary level. On the relevant legislation see also 5.19.2. For principles of private school funding see 5.19.3.

There are very few private and denominational základní školy and the number of pupils at these schools is negligible. For statistics see 2.9.2.

Educational content in the 1st and 6th years of basic schools / corresponding years of multi-year gymnázium / conservatoires is defined in the Framework Educational programme for Basic Education, in other years in approved running out curricular documents. Most private schools focus on foreign language teaching starting in the 1st year, while some focus on arts subjects.

If a pupil cannot finish his/her basic education in a private or denominational school, he/she completes the schooling in a základní škola run by a municipality or union of municipalities.

4.17. Organisational Variations and Alternative Structures

Pupils can, on their parents' request and if they meet admission requirements, complete their compulsory education after the successful completion of the fifth year at a 8-year gymnázium or seventh year at a 6-year gymnázium (for more details see 5.).

Possible organisational variations of a základní škola can include schools that are adjusted to the population density and do not comprise all (9) years or have only one stage, usually the first one. (For more see also 4.5.).

Within the creation of school educational programme school can profile, this can take a for of extended teaching of some subjects, e.g. languages, mathematics, physical education, art education etc. Thus the long tradition of extended teaching can continue. For quantitative data on classes with extended teaching see 4.18.4.

The Ministry of Education approved alternative educational programmes for experiment verification. In relation with the European project Health Promoting Schools (which is not an independent educational programme and includes a range of methods and organisation of teaching) a Healthy Schools Programme was designed in 1994 and 90 základní školy worked according to it in 2005. In 1996 the Ministry of Education approved the Waldorf programme at 7 selected schools, and in 1998 it approved the Montessori programme at two schools. Some other schools also use elements of the Waldorf approach. A small number of schools use elements of the Jena Plan, Dalton Plan and the Montessori approach.

Those programmes are no longer being approved. Schools can use the principles of the Waldorf, Montessori, Jena Plan or Dalton Plan approaches within the frame of existing legislation and approved educational programmes for basic education and in the first and sixth year of school educational programmes created on the basis of the Framework Educational Programme for Basic Education (FEP BE).

Compulsory school attendance can take the form of individual tuition (home schooling) without regular attendance at school. Permission for individual tuition can be granted by the head of school where the pupil was accepted for compulsory education on the basis of a written application by the legal guardian of the pupil. Individual tuition can be permitted only to pupils of the first stage of základní škola. Since the 2007/08 school year pilot verification of individual education of pupils of the second stage of basic school has proceeded (ISCED 2).

Základní umělecké školy represent alternative structure (see 4.17.1.).

Bibliography: Program podpory zdraví ve škole: rukověť projektu Zdravá škola

4.17.1. Basic art schools

Základní umělecké školy provide basic education in individual fields of art. They do not, however, provide this education to the whole population: it is education in areas of special interest mainly for the pupils of the základní školy and střední školy; nevertheless, základní umělecké školy can organise studies for adults as well.

In základní umělecké školy it is possible to establish music field of study, dance field of study, visual arts field of study, and drama and literary field of study.

The concept and objectives of basic art education by pilot version of Framework Educational Programme for Basic Art Education (see 4.2.).

Základní umělecké školy organise preparatory school lessons, basic studies of the 1st and 2nd levels, studies with an extended number of school lessons, and adult education. Preparatory school lessons include cognition, verification and development of pupils' prerequisites and interest in art education. Pupils are led to elementary habits and skills, which are important for their further art development. Basic studies of the 1st level aim to develop individual pupils prerequisites, prepare pupils for unprofessional art activities or for studying courses and branches taught at upper arts secondary schools of artistic or pedagogical nature or at conservatoires. Basic studies of the 2nd level stress practical use of gained skills and deeper development of pupils' interests. They enable their personal growth within active art production and prepare pupils for studying at higher education institutions specialized in art or teacher training. Studies with an extended number of school lessons provide possibility of deeper and more demanding training. Adult education enables further development in art areas in accordance with the conception of lifelong learning.

Objectives of basic art education

- to create and develop pupils key competences, thereby cultivate their personality in the area of arts and to motivate them for lifelong learning;
- to provide bases of education in a chosen field of study respecting pupils needs and potential;
- to prepare pupils professionally for studying courses and branches taught at upper secondary schools of artistic nature or at conservatoires, possibly also at higher education institutions specialized in art or teacher training;
- to create favourable social, emotional and working atmosphere, which activates motivation and supports effective cooperation.

The preparatory study for education in the basic studies of the 1st and 2nd level has 2 grades at the most. It is intended for pupils from the age of 5 years. The basic studies of the 1st level have 4 to 7 grades and it is intended for pupils from the age of 7 years. The basic studies of the 2nd level have 3 or 4 grades and it is intended for pupils from the age of 14 years. The number of grades of the basic studies of the 1st and 2nd in individual art fields will be specified by the Framework Educational Programme for Basic Art Education (see 4.2.). The studies with extended amount of lessons are intended for pupils in basic studies of the 1st and 2nd level who prove to have extraordinary talents and excellent educational achievements. The adult education has 4 grades at the most. The length of education in these studies is specified according to the individual abilities of a pupil regarding his/her age.

Admission to základní umělecké školy

The applicants who manifest prerequisites for education are accepted to the preparatory study. The applicants are admitted to the basic studies of the 1st and 2nd level and to the adult education on the basis of successful passing of the talent examination and recommendation of the admission committee the members of which are appointed by the school head. The talent examination may be substituted by a successful completion of the basic studies in the preceding level. The school publicizes the date when talent examinations take place 14 days in advance at the latest.

The school head admit a pupil to the studies with extended number of lessons on basis of a proposal made by the teacher of the main subject.

Extraordinarily gifted applicants who have not reached the prescribed age may exceptionally be admitted to the preparatory and basic studies. The applicants who are older than specified may be

admitted to some of the higher grades of the basic studies according to the result of talent examination.

Levels and age groups

Individual, group and team classes are organized in individual art fields of the basic art education. The number of pupils in individual subjects and departments and the nature of group and team classes is specified by the Framework Educational Programme for Basic Art Education.

Pupils' assessment

The assessment of pupil's educational achievements in the certificate may be expressed by marking, verbally, or by combination of both. The school head decides on the way of assessment.

Verbal assessment in the certificate consists in a specific verbal expression of the pupil's achieved educational level in relation to the objectives of education stipulated by the Framework Educational Programme for Basic Art Education, in relation to his/her own resources, the pupil's approach to education, and his/her age.

In case of using the marking, the pupil is assessed in individual subjects in the certificate by the following scale: excellent, very good, satisfactory, unsatisfactory. At the end of each term they are comprehensively assessed by means of a scale: pass with distinction, pass, fail.

Promotion

A pupil who receives an overall assessment of passed or passed with honour at the end of the second term and who has successfully passed their progress examination, where this is prescribed by the Framework Education Programme for Basic Art Education prescribe so, can proceed to the next year or higher.

At the end of the first term or at the end of the second term, an exceptionally talented pupil may be transferred into some of the higher year without completing the preceding year or years; this is possible when they have passed their progress examinations in all compulsory subjects.

In justified cases, a pupil who was not assessed at the end of the second term may be permitted to repeat a class.

A pupil attending a course with an extended number of lessons who did not pass at the end of the second half term may be transferred back to the corresponding year of basic studies.

Certification

Basic studies of the 1st and 2nd level, studies with extended number of lessons, and adult education are completed upon passing the final examination. The final examination may take the form of a school-leaving concert or a display of works of art at an exhibition.

Special assistance for pupils

The school can lend a musical instrument to its pupil on the basis of a written contract.

Charges for education in základní umělecké školy

The amount of payment paid by pupils in preparatory studies, in basic studies of the 1st and 2nd level, and in studies with an extended number of lessons are determined in individual art fields in such a way that the average amount of determined payments does not exceed 110% of the real average non-investment expenditure of the school for a pupil in the past calendar year, except for the costs to be used for education.

For adult education, the school head determines the amount of payment for education in the following way: for pupils who are at the same time attending the form of day attendance at a střední škola, a conservatoire, or a vyšší odborná škola, in accordance with the preceding paragraph; for other learners by at most the full amount of the average of real non-investment expenditures for a pupil in the previous calendar year.

Legislation: MEYS Decree on basic art education

Bibliography: Učební plán pro základní umělecké školy, hudební, taneční, výtvarný a literárně-dramatický obor

4.18. Statistics

Subchapters comprises data on compulsory school attendance, on it irregularities and on it organisation. The last subchapter is dedicated to the základní umělecké školy.

Bibliography: Statistická ročenka školství 2006/2007. Výkonové ukazatele
Bibliography: Vývojová ročenka školství v České republice 2001/02-2006/07

Institutions: Institute for Information on Education

4.18.1. Compulsory school attendance

Number of pupils in compulsory education and their position in the education system

	2002/03	2004/05	2006/07	2007/08
Pupils participating in compulsory education total	1 079 585	1 001 686	919 800	888 000
- without pupils of speciální školy	1 036 379	960 564	885 536	855 896
- in schools for pupils with special educational needs*	43 242	41 122	34 264	32 104
Pupils at základní škola total (without pupils of speciální školy)	994 130	917 738	842 249	812 833
1st stage	544 554	482 377	447 925	444 025
2nd stage	449 576	435 361	394 324	368 808
Pupils of gymnázium in the age of the 2nd stage of základní škola (without speciální školy)	41 841	42 447	42 901	42 755
Pupils of conservatoire in the age of the 2nd stage of základní škola	408	379	322	308
Total number of pupils at ISCED level 2 (without speciální školy)	491 825	478 187	437 547	411 871
- in it pupils of multi-year gymnázia in percent	8.51%	8.88%	9.81%	10.38%

Source: Institute for Information on Education

* Until 2004/2005 pupils of preparatory stage of auxiliary schools are included, which will not be the case in the future.

Glossary terms used in Table: speciální školy, základní škola, gymnázium

4.18.2. Irregularities in compulsory school attendance

Delayed entrance to school (without speciální školy)

Pupils entering the compulsory education later than at 6 years	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Number	25 842	23 333	21 341	21 554	21 462	20 372	20 014
Percentage	26.1	24.8	23.6	24.2	23.9	22.7	22.3

Early entering to school (without speciální školy)

Pupils entering the compulsory education sooner than at 6 years	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Number	817	821	786	937	807	1 261	1 006
Percentage	0.9	0.9	0.9	1.1	0.9	1.4	1.1

Pupils repeating a year (in % of all pupils) – without speciální školy

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
1st stage	1.00	1.00	0.98	0.97	0.62	0.56	0.57
2nd stage	1.25	1.19	1.14	1.13	0.95	0.96	1.10
Both stages	1.11	1.08	1.05	1.04	0.78	0.75	0.81

Number and percentage of drop outs in základní školy – without speciální školy

Pupils ended compulsory attendance	2003/04**	2004/05	2005/06	2006/07
in 1st - 7th year	2 275	1 405	833	707
in 8th year	3 340	3 028	3 500	2 960
Percentage of drop outs from successful pupils*	4.97	4.077	3.87	3.5

*The basis for counting is the sum of all pupils completing school in a given school year (not included are pupils who continue their attendance at the střední škola or conservatoire).

** Data modified to 30 September 2004.

Note: Pupils who end compulsory school attendance before 9th grade can continue their education and attain a qualification.

Individually educated pupils according to the § 41 of the Education Act (home education)

Year	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Number	302	328	339	546	360	376

Source: Institute for Information on Education

Glossary terms used in the tables: základní škola, střední škola, speciální školy

4.18.3. Schools, Classes, Pupils

Základní školy – schools, classes, pupils – without schools established for pupils with special educational needs

	2002/03	2004/05	2006/07	2007/08
Pupils	994 130	917 738	842 249	812 833
Schools	3 961	3 785	3 723	3 704
Classes	46 329	42 836	40 356	39 464
Pupils/school	251	242	226.2	219.4
Pupils/class				
both stages	21.5	21.4	20.9	20.6
1st stage	20.6	20.3	19.8	19.8
2nd stage	22.6	22.8	22.2	21.7

Source: Institute for Information on Education

4.18.4. Teachers and children/teacher ratio in the základní školy

Teachers and children/teacher ratio in the základní školy – till 2004/05 without, since 2005/06 including schools for pupils with special educational needs

	2002/03	2004/05	2006/07	2007/08
Total number of pupils	994 130	917 738	876 513	844 863
- first stage	544 554	482 377	462 820	458 046
- second stage	449 576	435 361	413 693	386 817
Total number of teachers*	61 082.8	57 817.8	62 657.6	60 973.2
- first stage	28 130.4	25 600.2	27 727.1	27 520.0
- second stage	32 952.5	32 217.6	34 930.5	33 453.2
Children/teacher* ratio	16.3	15.9	14.0	13.9
- first stage	19.4	18.8	16.7	16.8
- second stage	13.6	13.5	11.8	11.6

Source: Institute for Information on Education

* Full-time equivalent including school heads and the výchovní poradci.

Glossary term used in the table: výchovní poradci

4.18.5. Schools with extended education of some subjects

Schools with the extended education of some subjects

	2001/2002			2006/2007		
	Schools	Classes	Pupils	Schools	Classes	Pupils
Mathematics and Sciences	123	473	12 041	114	407	9 811
Languages	230	1 830	44 986	229	1 888	40 145
Sports	255	1 016	23 440	269	1 073	22 790
Music*	56	382	8 580	73	500	10 580
Arts*	39	241	5 422	-	-	-
ICT				96	235	7549
Others	21	77	1 808	3	12	230

Source: Institute for Information on Education

* Since 2005/2006 one category Art and Culture which includes two fields Music and Art is recorded.

4.18.6. Základní umělecké školy

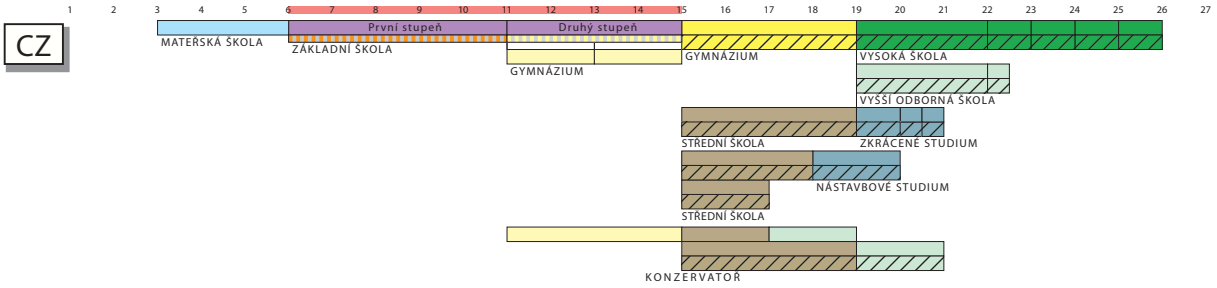
Základní umělecké školy

	2002/03	2004/05	2006/07	2007/08
Number of schools	470	473	476	478
Pupils	222 101	219 416	218 822	222 517
Teachers (FTE)	7 322.6	7 408.0	7 113.0	7 145.7
Pupils in particular fields:				
- music	143 771	143 363	141 170	143 845
- dance	25 227	24 315	25 574	26 244
- visual arts	45 436	44 106	44 632	44 827
- drama and literary	7 667	7 628	7 446	7 601

Source: Institute for Information on Education

5. UPPER SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION

Organisation of the education system in the Czech Republic, 2007/08



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2

Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

This chapter covers only upper secondary education at střední škola and upper secondary, and tertiary education at conservatoire. Lower secondary education is included only if provided in the lower years of gymnázia (general education) or eight year dance conservatoire (vocational dance education) where pupils complete their compulsory school education and obtain základní vzdělání. Most pupils complete their lower secondary education at základní škola (ISCED 1+2; see chapter 4.). Information on post-secondary education is also included.

Upper secondary education can be either general or vocational (with a greater or lesser general component; see 5.13.). It is provided by střední školy or conservatoires and is post-compulsory. At the upper secondary level vocational education is more common than the general education.

Through successful completion of the relevant educational programme at střední škola the following levels of education are acquired:

- střední vzdělání;
- střední vzdělání s výučním listem;
- střední vzdělání s maturitní zkouškou.

A pupil acquires střední vzdělání by successfully completing an educational programme lasting for one or two years in case of the day form of education. The educational programme is primarily meant for pupils who did not acquire základní vzdělání or have only základy vzdělání (see 10.6.11.). The education is mainly vocational and pupils acquire ISCED levels 2C or 3C. This education is acquired by a very small number of pupils. For more information see 10.

A pupil acquires střední vzdělání s výučním listem by successfully completing an educational programme lasting for two or three years in case of the day form of education, or a shortened study. These courses are vocational and primarily practical. Leavers acquire ISCED level 3C. Less than 30% of střední školy pupils complete these courses.

By successfully completing a four-year educational programme in case of the day form of education, the educational programme of multi-year gymnázia, nástavbové studium or shortened study a pupil acquires střední vzdělání s maturitní zkouškou. Leavers acquire ISCED level 3A and can continue with their education at vysoká škola or vyšší odborná škola. Approximately 70% of střední školy leavers acquire this qualification. Courses are either general or vocational. Around a half of the population of the střední škola study in vocational courses completed with maturitní zkouška. Around one fifth of the population of the střední školy completes the general courses (courses of gymnázia). Four-year gymnázia (less than one half of all gymnázia) offer only upper secondary education. Six-year and eight-year gymnázia (the so-called multi-year gymnázia) are divided into an upper level (last four years, upper secondary education) and a lower level (first two years of a six-year or first four years of an eight-year gymnázium, lower secondary education). The lower level is at ISCED level 2A and pupils complete their compulsory school attendance there.

Conservatoires provide vocational artistic education in music, dance, singing and music and drama. They offer two types of educational programmes – six-year programmes (starting after completing základní škola – or eight-year programme in conservatoire with courses in dance (starting after completing fifth year of základní škola). Graduates acquire vyšší odborné vzdělání at a conservatoire (ISCED 5B), which enables them to study only in artistic courses of vysoké školy, or/and střední vzdělání s maturitní zkouškou (ISCED 3A), which enables them to enter any type of tertiary education. The last two years of the conservatoire correspond to tertiary education. On the other hand, the first four years of an eight-year educational programme represent lower secondary education and pupils complete their compulsory education in these years (see 2.5., 5.7. and 5.13.5.)

Střední školy may also organise post-secondary education, which provides some of the levels of education such as:

- nástavbové studium. Leavers acquire střední vzdělání s maturitní zkouškou. This is for applicants who have acquired střední vzdělání s výučním listem in courses lasting three years in case of the day courses similar to the education in question. It can be organised by střední školy that provide střední vzdělání s maturitní zkouškou in a given field of study, as taken down on the Register of School and School Facilities. Information on this form of study is given in sections on courses of střední vzdělání s maturitní zkouškou. Education is organised according to adjusted curricular documents for the relevant course. The Government lays down a regulation as to how the relevant courses link together. Nástavbové studium lasts for two years of day courses;
- shortened study for acquiring střední vzdělání s maturitní zkouškou. These are for applicants who have acquired střední vzdělání s maturitní zkouškou in a different field of study and want to supplement their qualification in another field. This education lasts from one to two years of day courses. It may be organised by střední školy providing střední vzdělání s maturitní zkouškou in a given field of study. Information on this study is given in sections on courses of střední vzdělání s maturitní zkouškou;
- shortened study for acquiring střední vzdělání s výučním listem. These are for applicants who have acquired střední vzdělání s maturitní zkouškou. This education lasts from one to one and a half years of day courses. It may be organised by střední školy providing střední vzdělání s výučním listem in a given field of study. Information on this study is given in sections on courses of střední vzdělání s výučním listem.

Bibliography: Statistická ročenka školství 2006/2007. Výkonové ukazatele

5.1. Historical Overview

The development of secondary schooling, more than other parts of the education system, reflects the general trends of Czech schooling. In past centuries it was one element of the pursuit of secular and national education, while in the 20th century it has seen democratisation, uniformity or differentiation, and the search for a balance between general and vocational education.

a) Development up to WWII.

The emergence of secondary schools is linked with the Catholic Church. However an important stage in their development came with the Reformation and the schools of the Unity of Czech Brethren (from about 1450 to 1620). During the Counter-Reformation, schools were again taken over by the Catholic Church, primarily by the Jesuit Order, the establishment of education at gymnázia is connected with their arrival in 1556. The effort to improve the economy and to strengthen the empire under the rule of Maria Theresa Habsburg (1740-1780) brought some changes, as the ecclesiastica became politicum. Schools were brought under state supervision and, following the transformation of the obecná škola (see 4.1.), secondary schools (five-year gymnázium) were also transformed in 1775 (with the suppression of the Jesuit Order). There were also some efforts to forge links between the different educational levels.

In 1849 an "Outline for the Organisation of Gymnázia and Reálka in Austria" was published, which established an eight-year gymnázium and a seven-year reálka, a type of skills-oriented secondary school preparing pupils both for employment and for further studies of a technical nature. The structure of the education system forced children to decide on their future at the age of ten. Despite continuous efforts to create uniform lower secondary education, there was a further differentiation of secondary schooling at the turn of the 20th century, when the vyšší dívčí škola (upper girls school) and the six-year dívčí lyceum (girls lyceum) came into existence. Furthermore, a reálné gymnázium and a reformní reálné gymnázium were created in an effort to modernise the content of studies and bring it closer to life. The reálné gymnázium became the most popular type of secondary school.

Střední odborné školy, whether industrial, agricultural, medical or business schools, have a long tradition in the Czech Republic and are one of the stable elements of the education system. Their function was at first performed by the reálka mentioned above, which also offered the basics of vocational education in the junior years, meeting the needs of local industry and trade. Průmyslové školy (industrial schools) began to be set up in the 1830s, initially teaching only on Sundays. In 1857 schools offering classes during the week emerged. Classes were first aimed at apprentices and journeymen, later at foremen and small businessmen. The systematic development of the system of vocational education began in 1875. Besides pokračovací učňovské školy ("continuation" apprentice schools providing additional education to apprentices on top of their practical training) it also included state vyšší and nižší průmyslové školy (lower and upper industrial schools) with day classes during the whole of the school year. Education in průmyslové školy was vocational; if general subjects were included in the curriculum, they were intended to provide a basic knowledge in the relevant study field. This changed in the 1920s when so-called vyšší průmyslové školy also began to offer general education, and pupils of these schools thus had the possibility of passing an examination maturitní zkouška entitling them to study at technical universities. Similar developments occurred in other types of střední odborné školy. Business schools first emerged in the 1850s. The Československá obchodní akademie (an upper secondary vocational school – the Czech-Slav Business Academy) opened in 1872. Agricultural education has an even longer history, stretching back to the end of the 18th century and the foundations of the system of agricultural schools were laid in 1864.

The education of apprentices in schools became compulsory in the Czech lands and in Moravia in 1774. Such education was provided by Sunday opakovací školy ("repetition" schools), which were supposed to reinforce the knowledge the pupils had gained during their compulsory schooling, and whose curricula were gradually extended. The Entrepreneurial Act passed in 1859 laid down clear rules for the training of apprentices. It laid down an obligation to conclude education contracts with apprentices which stated the length of the training period (a maximum of four years) and stipulated an obligation to attend "schools for industrial education". These schools were of a different nature to the "repetition" schools because they offered theoretical education meeting the needs of various professions. This is why these schools were called "continuation schools" and, with some reforms over

the years, they remained part of the system of vocational education until 1930. Their educational programme was then changed and they became vocational schools. In 1946 general subjects were introduced into these schools and since then the training of apprentices has been considered a special type of education.

b) Post-war development

In 1948, a law introducing basic provisions for uniform education made a decisive change in the development of secondary education. Since lower secondary schools operated as one unit with primary schools, together forming the základní škola, any reference to a secondary school subsequently implied that it was a school providing "upper secondary" education. The law significantly weakened the selective nature of gymnázia: pupils could enter gymnázium in the same way as other secondary schools, i.e. after the completion of a uniform základní škola. Střední odborné školy provided both vocational and general education. The maturitní zkouška became a compulsory school leaving examination in all types of střední odborné školy that prepared pupils for admission to vysoké školy. Střední odborné školy have maintained this position within the secondary education system up to today. Under this law, schools training apprentices were brought into the education system and this is still the case today. A system of vocational courses was set up leading to the acquisition of a professional qualification. Under reforms of the education system in the late 1950s and early 1960s, training for manual and other similar professions became more academically demanding. Apprentices were trained in odborná učiliště (training institutions) and učňovské školy (vocational schools), which were a form of secondary education along with gymnázia, střední odborné školy and secondary schools for on-the-job training. Their curriculum included an increasing percentage of general subjects. At the same time the education offered by the gymnázium was becoming less general: with the slogan "school for life", "production practice" was introduced into its timetables implying, as a rule, unskilled manual work. Efforts in the late 1960s to redress such distortions were soon abandoned.

A 1976 reform (embedded in the 1984 School Act) was the result of an effort to make secondary education accessible to everybody (10-year compulsory schooling was legalised but fulfilled partly at střední školy as education at základní školy lasted eight years) and to provide a qualification recognised in the labour market. The way to achieve this was to bring all three types of secondary education, i.e. gymnázia, střední odborné školy and apprentice training, into line and give them equal importance. For gymnázia this meant an important change in the educational content. General education was reduced in favour of vocational education, which was supposed to provide pupils with a qualification in case they were not able to continue in their studies, or to facilitate their choice of a field of study at a university. Optional subjects were mostly of a technical nature and work placements in companies became part of the curriculum. For střední odborné školy, the reform provided for an increase in the share of general and theoretical education. There was a vital change in the training of young people for manual professions. Training based on an education contract was abolished and everyone attending newly established střední odborná učiliště had the status of a pupil. In these schools pupils could have gained střední odborné vzdělání providing them with a qualification to perform manual and similar jobs, or úplné střední odborné vzdělání ending with a maturitní zkouška, which, apart from giving them a professional qualification, allowed them to seek admission to any university.

c) Development after 1989

he 1990 Amendment of the School Act meant the return of nine-year compulsory school education and successively to nine-year základní škola. It also brought the reestablishment of multi-year gymnázium as a selective educational path during compulsory schooling and in addition to the four-year gymnázia, multi-year gymnázia were established offering both the lower and upper secondary levels of education. The acquired qualification was divided according to the law into úplné střední vzdělání (at gymnázia), úplné střední odborné vzdělání (at secondary technical and vocational schools) and střední odborné vzdělání (without maturitní zkouška).

Even before WWII, secondary schools used to provide pomaturitní studium (courses for adults who had passed the maturitní zkouška). Until 1996, however, this type of education did not constitute an independent educational level and these courses either offered qualifications for gymnázia leavers or a chance for leavers of střední odborná škola to further specialise or to bring their knowledge up to date. An amendment to the School Act in 1995 abolished pomaturitní studium courses in secondary schools and expanded the education system with a new educational level – vyšší odborné vzdělávání (ISCED

5B), which is considered to be tertiary education, see chapter 6. It is provided by vyšší odborné školy, which were generally attached to střední odborné školy and at present these usually operate as two connected subjects.

Many new schools were established during the 1990s, including private schools. In some places different types of schools (e.g. střední odborná škola and střední odborné učiliště) were operating "under one roof". The strict division of schools according to their types was no longer functional and was abolished by the new Education Act passed in 2004 with effect from 1 January 2005. Former types of schools are now accepted as possible names of school (see also 5.5.).

The new Education Act has brought also some other fundamental changes. The most visible one is the transformation of educational content (see 5.2.). It also introduced new definitions of educational levels, a new concept of the maturitní zkouška (see 5.2.), measures supporting a better transferability within the education system and measures enhancing lifelong learning. Apart from the traditional nástavbové studium leading to střední vzdělání s maturitní zkouškou a new shortened study for acquiring this or střední vzdělání s výučním listem has been established for pupils with maturitní zkouška certificate. The number of such courses and their pupils is gradually growing (see 5.21.1. and 7.17.1.). The Act also defines further education at schools – recognition of partial education, specialised courses, courses for particular subjects and specialised courses following maturitní zkouška, et al.

Bibliography: Vývoj školství a vzdělání v Československu

5.2. Ongoing Debates and Future Developments

The reform of educational content mainly affects educational programmes (see also 4.2.). Schools develop their own school educational programmes (SEP) on the basis of binding framework educational programmes (FEP) which represent the national level. Framework educational programmes define the objectives and outputs of education and key competencies for each level and course and also the content of education necessary for achieving these. They set the rules for the formation of SEPs; for vocational secondary education they are prepared in cooperation with the representatives of the labour market. The responsibility for carrying out the SEPs then rests with the school and individual teachers, meaning that the autonomy of every school is being enhanced and professional competences of teachers emphasised.

At lower level of multi-year gymnázia the schools prepare their SEP on the basis of the 2004 Framework Educational Programme for Basic Education (FEP BE), since 2007/08 school year it is compulsory for the first year of eight-year gymnázia (for details on the FEP BE see 4.10.2.).

In July 2007 the Ministry of Education, Youth and Sports approved the Framework Educational Programme for Gymnázia (FEP G) and the Framework Educational Programme for Sports Training Gymnázia (FEP STG), designated for four-year gymnázia and higher levels of multi-year gymnázia. On its basis schools prepare SEP which they will have to follow in first year of four year gymnázia (or in the first year of upper level of multi-year gymnázia) from 2009/10 school year at the latest. Pilot testing of the SEP is carried on within the project "PILOT G – Development and Verification of Pilot School Educational Programmes in Selected Gymnázia" with financial support of the ESF (for schools in Prague the Pilot GP, co-financed from the resources of the Capital city of Prague). The project is carried out by the Výzkumný ústav pedagogický v Praze (Research Institute of Education in Prague) (2.6.1.). It started in 2004 and should be completed in September 2008. 16 schools from all regions across the Czech Republic participate in it. The 2007/08 has been a second year for pilot schools to test the instruction according to their SPEs. The Manual for Development of SEP in Gymnázia was published in 2007. To support preparation of SEP the Internet web site www.pilotg.gp.cz is created which offer among other experience of pilot schools. To support mainly the teaching, the methodological portal www.rvp.cz offers inspiration to teachers and enables to share experience and results with colleagues. Since 2007 the FEP for gymnázia using the CLIL is being prepared; it should be approved in 2015 (for more see 5.20.). (Details on the FEP G see in 5.13.1.3.)

In June 2007 the Ministry of Education, Youth and Sports approved the FEPs for upper secondary vocational/technical education, namely for 29 courses of střední vzdělání s výučním listem and 32

courses of střední vzdělání s maturitní zkouškou (at the same time the number of former courses being reduced – see bellow). Schools which organise these courses have to prepare their SEPs by 2009 at the latest when they start to use them in the first year. Another group of FEPs for 81 courses of technical/vocational education should enter in force at the end of August 2008 at the latest and based on them two years later schools should have their SEPs prepared. All FEPs (about 200) are scheduled to be completed by August 2009. In relation to this the National Institute for Vocational and Technical Education (2.6.1.) carries out the project "PILOT S – Development and Verification of Pilot School Educational Programmes in Selected Secondary Technical Schools (střední odborné školy) and Secondary Vocational Schools (střední odborná učiliště) financially supported by the ESF, which should be under way from May 2005 to November 2008. The aim of the project is to prepare selected schools to develop the SEPs, to create methodological materials to help them with this task, and to gather feedback, which will be used both in completing and improving school educational programmes and in drafting educational activities supporting the development of the SEPs. In 2007 the Methodology of development of school educational programmes in střední odborná škola and střední odborné učiliště was published.

The development of FEP is closely connected with the reform of the system of vocational education and training (VET) courses. A substantial reduction in the number of courses is being prepared, and each will have one FEP. School will profile themselves in their SEPs. During this reduction, links between the courses and labour market as well as the prepared National Qualification Framework (NQF, see 7.2.) are taken into account.

The relevant government regulation is being gradually updated as the FEPs for individual courses are being developed. Newly approved 29 courses of střední vzdělání s výučním listem replaced 87 courses running out and 32 courses střední vzdělání s maturitní zkouškou replaced original 193 courses. For example, original 90 courses focused on individual aspects of business and management or different economic sectors were replaced by one course – the Economy and business. Other courses will be approved at the same time as the relevant FEPs.

The National Institute for Technical and Vocational Education prepares also FEPs for courses at conservatoire (for more see 5.13.5.).

The závěrečné zkoušky and maturitní zkoušky in střední školy are another topic of current debates. The Quality I system project, whose aim is to broaden the system of monitoring and pedagogical evaluation of pupil, school and the whole system and in this way to promote both quality of education and the reform of educational content (see 9.2. and 9.6.), includes two projects relating to these exams:

The new concept of a maturitní zkouška, which should consist of a newly included common part (prepared and organized by the State) and a changed profile part, is being developed at the Centre for Evaluation of Educational Achievements (CERMAT, see 9.6.). The preparatory work has been in progress since 1999, the new concept was legalised in 2004 by the Education Act. Within the common part pupils of general and vocational courses will pass an exam in Czech and chosen foreign language and one optional subject (mathematics, basics of civic education and social sciences or informatics). For each exam the pupil can chose from two levels of difficulty. The profile part in the competence of the school will consist of two or three compulsory exams. The school head determines the exams or the offer of possible ones or combines both variants. To successfully pass the maturitní zkouška and thereby achieve střední vzdělání s maturitní zkouškou pupil must successfully carry out both parts of the exam. It is possible for the pupil to pass five non-compulsory exams. The pupils will take the new form of the maturitní zkouška examination in 2009/10 school year for the first time; in this and the following year the common part will include examination of the Czech language and optional exam for which the pupils will chose from five foreign languages and mathematics. In 2011/12 school year the common part will include all the three exams.

The závěrečná zkouška in apprenticeship courses with výuční list, which is the topic of the project "Quality I – New závěrečná zkouška in courses with a výuční list", will also undergo changes. Within the project, uniform závěrečné zkoušky assignments are being developed for individual courses. Teachers, employers and experts have to agree on the content of the examinations. In the school year 2007/08 uniform assignments will be developed for all three year courses of střední vzdělání s výučním listem (not for courses of the category E; for more see 5.11.) and the závěrečná zkouška will be organised on their basis in 280 schools. It will be possible to introduce them nation-wide or they will represent an offer to schools and schools will apply to organise examination using the uniform

assignment voluntarily. Which alternative will be accepted is up to decision of the Ministry of Education, Youth and Sports and also on the amendment of the Education Act. In order that schools can use the uniform assignments an automated information system should be developed. It should support their annual updating and enable a smooth communication between schools. The uniform assignments are in relation with FEPs and the qualification and assessment standards of NQF, which contain a set of criteria. These will help to assess if pupils from certain field of study have achieved the competences required for certain qualification – i.e. meet the actual requirements of practice.

Legislation: Government regulation on fields of studies in basic, upper secondary and tertiary professional education

Bibliography: Kurikulární reforma a tvorba vzdělávacích programů ve středním odborném vzdělávání
Bibliography: Manuál pro tvorbu školních vzdělávacích programů na gymnáziích
Bibliography: Metodika tvorby školních vzdělávacích programů SOŠ a SOU
Bibliography: Rámcový vzdělávací program pro gymnázia
Bibliography: Rámcový vzdělávací program pro gymnázia se sportovní přípravou

Institutions: Centre for Evaluation of Educational Achievements
Institutions: National Institute of Technical and Vocational Education
Institutions: Research Institute of Education in Prague

5.3. Specific Legislative Framework

Secondary education and education in conservatoires is controlled by the Education Act, adopted in 2004, in the same way as for pre-primary and basic education and education at vyšší odborné školy and some other kinds of education in schools and school facilities. The Education Act stipulates conditions for education, defines rights and responsibilities of individuals and legal entities in education and determines the competence of bodies executing the State administration and self-government in education.

Details on studies at střední školy and conservatoires (types of střední školy, organisation of theoretical and practical instruction, rules for pupils' assessment, educational measures and other conditions of educational process) are set out in a separate decree.

Another decree lays down the detailed organisation of entrance procedures for education at střední školy and conservatoires (see 5.7.).

Untill the new maturitní zkouška is introduced, the current decree, which has been amended but is linked to the old School Act, is in force – the decree on the ending of studies in střední školy and střední odborná učiliště, which specifies the organisation and methods of assessment of the maturitní zkouška at gymnázium (see 5.17.1.), střední školy providing technical and vocational education and at conservatoires (see 5.17.2.). This decree will be replaced by a new one specifying ways of carrying out the maturitní zkouška under the 2004 Education Act.

A separate decree newly adjusts the conditions for the závěrečná zkouška at střední školy and an absolutorium in conservatoires (see 5.17.3., 5.17.4. and 5.17.5.).

The last significant legal changes occurred in the administration of secondary education (see 2.6.2.1.).

Legislation: MEYS Decree on secondary education and education in conservatoires
Legislation: Decree of MEYS on leaving the secondary schools and vocational schools
Legislation: Decree of MEYS on completion of education in upper-secondary schools in the form of final examination, and on completion of education in the conservatoires in the form of absolutorium
Legislation: MEYS Decree that stipulates details on organisation of admission procedure in secondary schools
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

5.4. General Objectives

Secondary education develops knowledge, skills, abilities, attitudes and values attained through basic education and is important for the personal development of an individual. It provides pupils with a broader general education or technical and vocational education linked with general education and aims to reinforce their value system. Secondary education further creates preconditions for a reasonable personal and civil life, the independent acquisition of information and life-long learning, the continuation of education and for pursuing a profession or other work.

General objectives for general upper secondary education see 5.4.1., for vocational upper secondary education see 5.4.2. and for conservatoires see 5.4.3.

5.4.1. Secondary general education

Secondary general education takes place at gymnázia (see 5.11.).

The Four-year Gymnázium Educational Standard, adopted in 1996, is still the valid curricular document for four-year gymnázia and for the upper years of eight- and six-year gymnázia. It stipulates that education in the gymnázium should prepare its leavers primarily for further studies in all types of vysoké školy as well as in vyšší odborné školy, including internal motivation for such study. At the same time it provides education for such professions which make use of a broad general education but do not require special training or only a short period of training. The three objectives are: development of knowledge, skills and competences and values and attitudes.

General objectives of lower secondary education in the lower level of multi-year gymnázia are the same as those at the základní škola (see 4.4.).

In the Framework Educational Programme for Gymnázia (FEP G) and the Framework Educational Programme for Sports Training Gymnázia, which will be the binding documents from 2009/10 (see 5.2.), the objectives are formulated as follows:

- to develop key competences of pupils to the level expected by the FEP G;
- to develop a broad educational base of pupils to the extent defined by the FEP G;
- to prepare pupils for lifelong learning and professional, citizenship and personal fulfilment.

In Sports Training Gymnázia, the other objective is to enable pupils to reach a high level of performance in their particular area of sporting excellence.

FEP G (STG) sets following key competencies:

- learning competencies;
- problem solving competencies;
- communication competencies;
- social and personal competencies;
- civic competencies;
- entrepreneurship competencies.

Bibliography: Rámcový vzdělávací program pro gymnázia
Bibliography: Rámcový vzdělávací program pro gymnázia se sportovní přípravou
Bibliography: Standard vzdělávání ve čtyřletém gymnáziu : včetně Standardu pro latinský jazyk, Doplňku ke Standardu vzdělávání ve čtyřletém gymnáziu

5.4.2. Upper secondary vocational education

The objectives of vocational education are generally and concretely stipulated in the still valid 1997 Standard of Secondary Vocational Education. As framework educational programmes (FEPs) are being created, which will step by step replace the Standard, new educational programmes created on

the basis of the Standard are no longer accredited by the Ministry of Education, Youth and Sports.

The overall aim of the general part of education is to create the preconditions for the development of pupils' personalities connected with their knowledge, skills and attitudes obtained at základní škola independently of the chosen field of vocational education. It emphasises education within broadly envisaged citizenship and thus generally accepted human qualities important for fulfilment in democratic society. At the same time it stresses the pupils' personalities with the aim of developing individuals who are adaptable, prepared for life in a rapidly changing society, and life in harmony with nature, the surrounding world and themselves.

There are two objectives of the vocational part of education – the level of education and ensuring internal adaptability (adaptability of future school leaver at work and during future further education).

Specific objectives of each course are determined in the 'school leavers' profiles' included in the curricular documents of each course.

A new concept of the upper secondary education included in the Framework Educational Programmes (FEPs) is based on the principle of lifelong learning and knowledge based society where education is a pathway and a tool of the development of a human personality. The FEP sets:

- an objective of vocational education which is to prepare a pupil for successful, meaningful and responsible civic and working life in conditions of changing world, it means learn to cognize, learn to work and act, learn to be and learn to live together;
- key competences of a leaver, i.e. learning competences, problem solving competences, communication competences, social and personal competences, civic competences and cultural awareness, competences to enter labour market and carry business, mathematical competences and competences to use ICT and work with information;
- vocational competences of a leaver – i.e. a professional profile of a leaver and ability to perform occupation – specific ones for every field of study with some common competences linked to work (work safety, economical and ecological behaviour etc.);
- job opportunities of a leaver.

The school educational programme sets concrete expected competences and job opportunities.

Bibliography: Standard středoškolského odborného vzdělávání

5.4.3. Conservatoires

Education at conservatories develops knowledge, skills and other abilities pupils have acquired during basic education and basic artistic education, provides general education, and prepares pupils for the performance of demanding artistic or artistic together with teaching activities in music, dance, singing, and music and drama. Education at conservatories further creates preconditions for a good personal and civil life and the continuation of education and preparation for work.

5.5. Types of Institution

Upper secondary education is provided by two types of schools: primarily by střední školy, although a small proportion of pupils attend conservatoires.

Until 2004, střední školy were divided into the following types: gymnázium, střední odborná škola, střední odborné učiliště. The conservatoire was a sub-type of střední odborná škola (for more information see 5.1.). According to Education Act since 2005 the střední škola is a type of school with three sub-types (gymnázium, střední odborná škola, střední odborné učiliště). These sub-types are not defined by the law but schools can choose to use them in the formation of their names. The type of education is not connected with the sub-type of střední škola – each střední škola can offer all types of secondary education (if it fulfils teaching requirements and particular course is included in the Register of Schools and School Facilities).

Education in multi-year gymnázia is divided into a lower level (corresponding to the upper years of základní škola) and an upper level (corresponding to a four-year gymnázium).

According to the new Education Act, a conservatoire is an independent type of school. Graduates of this school acquire vyšší odborné vzdělání at conservatoire (ISCED 5B, see 5.17.5.) and/or střední vzdělání s maturitní zkouškou (ISCED 3A, see 5.17.2.).

Legally defined school facilities and other institutes can also take part in the education of pupils of a střední škola or conservatoire. They participate mostly in practical education at a workplace of private natural or legal persons or in středisko praktického vyučování, possibly on school farms. Other school facilities provide out of school activities for pupils (for more details see 5.12.2.).

5.6. Geographical Accessibility

Before 1989, residential developments always included the building of schools, so schools were very evenly distributed.

After 1989, when the central management of the branch structure of education disappeared, supply started to be governed by the rapidly changing demand, which shifted its focus from vocational training to schools leading to a maturitní zkouška and from technical subjects to economic, business and service ones. Many new schools have been established, in spite of a decline in the population and consequently the number of pupils in schools has decreased. The number of mainstream střední školy increased by 854 to 2100 schools by (69%) in the period from 1989/90 to 1996/97. Their geographic accessibility has improved due to the changes in the formerly rigid monotype field structure: vocational and technical schools have introduced diverse types of courses to satisfy new demands.

In 1997 the network of střední školy and vyšší odborné školy and educational establishments was "optimised" in line with demographic development by the Ministry of Education, which at that time was the founder of most of střední školy and vyšší odborné školy. This led to a decrease in the number of schools although ensuring that education was still accessible to all (in the years 1996/97 to 1999/2000 the number of mainstream střední školy decreased to 1766, i.e. by 16%).

Since 2001, the regions, which became the founders of most of střední školy and vyšší odborné školy in 2000, have played a decisive role in the optimisation process. According to the new Education Act they should ensure conditions for the provision of secondary education and education at vyšší odborné školy. At the same time they open or close down public střední školy and vyšší odborné školy. Within the optimisation process schools continued to be closed or more often merged, but this process has slowed down (till 2005/06 by 6.4%). In the 2006/07 school year noticeable decrease in the number of schools could be seen (to 1340 mainstream schools). This was mainly caused by considerable changes in the statistic methodology (for more details see statistical data in 2.9.1.).

In the long term the number of conservatoires is low; in the school year 2007/08 there were 19 of them, 7 in Prague.

In order to increase the accessibility of the střední školy, at some of them the domovy mládeže are established; in addition to accommodation and meals they offer pupils leisure time activities. For more see 2.4.3. The amount of fees in public and state domovy mládeže is limited by a ministerial decree.

Bibliography: Statistická ročenka školství 2006/2007. Výkonové ukazatele
Bibliography: Vývojová ročenka školství v České republice 1989/90-2002/03
Bibliography: Vývojová ročenka školství v České republice 2001/02-2006/07

5.7. Admission Requirements and Choice of School

Střední školy

The school head decides on admission of applicants for education at a střední škola.

Schools may admit to education at a střední škola on the basis of the admission procedure applicants who have completed compulsory school attendance (see 4. and 2.5.) or successfully completed základní vzdělání prior to finishing compulsory school attendance and who in the course of enrolment proceedings have met all the conditions on which they may be admitted by proving adequate abilities, knowledge, interests and health prerequisites.

Similar rules are set for six-year and eight-year gymnázia (see 5.) with the exception that applicants who successfully complete the seventh (fifth) year of a základní škola in the given school year may be admitted to the first year of the lower level of six-year (eight-year) gymnázium on the basis of an admission procedure.

The enrolment proceeding starts with the submission of application and ends with a decision as to the admission/non-admission of an applicant. The enrolment proceeding to the first grade may be organised in number of rounds and a school head is obliged to announce at least one round of enrolment, by the end of January at the latest. In the first round the applicant / legal guardian of an applicant applies to one střední škola only, while in subsequent rounds the number of applications is not limited. However an applicant who has been accepted by a střední škola in one of the rounds may not enter further rounds for any other střední škola.

The terms for submitting applications for the first round of enrolment proceedings are given in the table:

pupil completing compulsory school attendance or the pupil of a základní škola	common courses	to head of school, which pupil attends by the end of February
	courses with an aptitude test	to head of school which pupil attends by 15 November
other applicants	common courses	to head of střední škola by 15 March
	courses with an aptitude test	to head of střední škola by 30 November
applicants applying to other than day form of education	common courses	to head of střední škola by 20 March
	courses with an aptitude test	to head of střední škola by 30 November

The enrolment proceeding may (but need not) comprise an admission examination or aptitude test. The school head of the střední škola invites applicants to an examination at the latest 14 days before the date (for substitute term and for other rounds at the latest 7 days before the date). The invitation includes information on requirements for the admission examination or aptitude test, on the expected number of applicants to be admitted and the criteria of enrolment proceedings. In 2008, admission examinations within the first round were held in the week from 21 to 25 April, to other than day form of education and to courses of post-secondary non-tertiary education (nástavbové studium, shortened study for acquiring střední vzdělání s maturitní zkouškou and shortened study for acquiring střední vzdělání s výučním listem) were held in the following week. Aptitude tests in 2008 were held on 14 January.

Conservatoires

The school head decides on the admission of applicants for education at a conservatoire.

Schools may admit to education in the six-year programme of a conservatoire applicants who have completed compulsory school attendance (see 4. and 2.5.) or successfully completed základní vzdělání prior to finishing their compulsory school attendance. Schools may admit to education in the eight-year programme of a conservatoire applicants, who have successfully completed the fifth year of základní škola. All applicants must meet all conditions for admission by proving adequate abilities, knowledge, interests and health prerequisites.

The enrolment proceeding starts with submitting an application and ends with the decision as to the admission/non-admission of an applicant. It has always a form of an aptitude test.

An applicant who has completed compulsory school attendance or who is a pupil of a základní škola after completing their compulsory school attendance submits their application to school head of the

school which he/she attends by the 15 November. Other applicants applying for other than day form of education submit their applications to the head of conservatoire by 30 November.

The head of the conservatoire invites applicants to an examination at the latest 14 days before its date (for substitute term and for other rounds at the latest 7 days before the date). The invitation comprises information on requirements on the aptitude test, on the expected number of applicants to be admitted and the criteria of the enrolment proceedings. Aptitude tests are held from 15 to 31 January on dates set by the head of the conservatoire. A school head sends a decision on admission/non-admission to an applicant or his/her legal guardian not later than 10 February. In this way an applicant who has not been admitted still may submit an application for a střední škola.

Legislation: MEYS Decree that stipulates details on organisation of admission procedure in secondary schools

5.8. Registration and/or Tuition Fees

Secondary education is free of charge with the exception of private and denominational schools, which can charge tuition fees – see 5.19.

In many schools there are associations of parents which have a legal status (till 1991 these were established on the basis of a relevant decree as Associations of Parents and Friends of the School, this name is still often preserved). These associations can collect an agreed voluntary subsidy and contribute to the school and pupils for specific needs.

5.9. Financial Support for Pupils

Generally, financial support for families is available from three sources:

- the budget of the Ministry of Work and Social Affairs through various benefits (for more information see 4.7.),
- the budget of the Ministry of Education, Youth and Sports through contributions to a school to some services,
- and families with low income from the budget of the school organising body in the form of reduced charges or relief for various services.

Support from the budget of the Ministry of Education, Youth and Sports in form of a subsidy to school or school facility is given also for costs that are not direct educational costs but are related to education, mainly meals, accommodation and general interest activities. Those schools ensure school meals of minors in school canteens or possibly on a contractual basis through other organisations, they can also provide school meals for majors. The cost of meals in public/state canteens is limited by a decree. Families cover just a part of the real costs. Payment is also required in public school facilities for developing personal interest (the středisko volného času, for pupils of the lower secondary level also the školní klub) and in public accommodation facilities (the domov mládeže).

Pupils of střední školy for whom school attendance is compulsory and disabled pupils who attend střední školy are provided with free textbooks and teaching texts if these were approved by an approval clause. Pupils are obliged to return textbooks and teaching texts provided by the end of the relevant school year at the latest. School head of a střední škola establishes a fund of textbooks and teaching texts for at least 10 per cent of pupils of the school. Such textbooks and teaching texts are lent free to pupils who are socially disadvantaged and pupils in social need.

Health insurance for pupils is covered by the state up to the age of 26, except for cases when pupil of other than day courses is gainfully employed or is entitled to an unemployment benefit or retraining allowance.

The school head may, with the consent of the founder, issue Scholarship Rules according to which pupils may be granted scholarships for excellent results.

Legislation: Order of the Minister of Education, Youth and Sports for implementation of the amendment of the article 12 of the Act on State Social Support No 117/1995
Legislation: Decree of MEYS on special interest education
Legislation: Decree of MEYS on school boarding
Legislation: MEYS Decree on school educational and boarding facilities, and school purpose facilities
Legislation: Act on public health insurance

5.10. Age Levels and Grouping of Pupils

Střední školy

A typical pupil attending day courses of střední školy at upper secondary level are between fifteen and eighteen years old. A very small number of pupils begin their compulsory schooling before the age of six and thus enter upper secondary level before reaching fifteen. Most of a half of those entering the school are sixteen, among others those entrance to základní škola was postponed. Other than day forms of education are almost exclusively attended by pupils older than 18, almost half of whom are older than 30.

Lower years of multi-year gymnázia offer lower secondary education. The lower level of the six-year gymnázium corresponds to the last two years of základní škola (see 4.8.) and is open to pupils who have successfully completed the seventh year of základní škola, i.e. at the age of thirteen/fourteen years. The lower secondary level of the eight-year gymnázium corresponds to the second stage of základní škola (see 4.8.) and is open to pupils who have successfully completed the fifth year of základní škola, i.e. at the age of eleven/twelve.

Post-secondary education (nástavbové studium, shortened study for acquiring střední vzdělání s maturitní zkouškou and shortened study for acquiring střední vzdělání s výučním listem) are generally attended by pupils of adult age (over 18). Education in the day form is attended generally by pupils who have just completed upper secondary education (almost exclusively from the 18-24 age group). Pupils who are older than 25 usually attend other forms of education, where they make up more than two thirds of all pupils.

Classes are coeducational (usually with the exception of physical education). Subjects are taught by different teachers, with individual subjects usually being taught by one teacher for several years. Every class has its own class teacher who is usually in charge of the class throughout their time in the school.

A school teaching all years must have a minimum of 60 pupils, with an average of at least 17 pupils per class. (In schools providing education in courses for which the curricular documents prescribes an aptitude test, the minimum number of pupils in the school is 30, and there is no minimum number of pupils in a class.) The maximum number of pupils in a class is 30. The school head can divide classes into groups for subjects, and merge or create groups of pupils from one or more years. When deciding the size of a group the following must be taken into account:

- requirements concerning the safety of the pupils and protection of their health,
- the demands of the subject in question in terms of teaching and methodology,
- the particular situation of pupils with special educational needs and of gifted pupils,
- the nature of the knowledge and skills to be acquired,
- the demands of the educational process in terms of space and material, as stipulated in the curricular documents,
- the efficacy of the educational process both within the framework of the pre-defined objectives and in economic terms.

Foreign languages are always taught in groups of pupils between 9 and 23 and pupils from several classes in the same year can be taught together.

The pupil/teacher ratio in group for practical training in the school (school facility) is from 6 to 17 depending on the course. If it is carried out at a workplace of natural or legal person, the pupil/teacher (instructor) ratio is a maximum of 3.

Conservatoires

Six-year programmes at conservatoires are meant for pupils aged 15-20, and eight-year programmes for pupils aged 11-18. However, almost a third of all pupils is older than twenty years and more than a third of admitted to six-years programmes are adults. The first four years of an eight-year programme corresponds to lower secondary education – the second stage of základní škola (see 4.8.).

Subjects are taught by different teachers. Education is carried out individually or in groups and general subjects can be taught to larger groups. The number of pupils for each subject is set by the curricular documents. Pupils are divided into departments, which comprise teachers and pupils of all years who are specialising in the relevant artistic courses. The minimum number of pupils in a department is 5 and the maximum is 500.

5.11. Specialisation of Studies

Upper secondary education is highly specialised, with a large number of courses.

Transfers between courses are possible. The head of the school to which a pupil wishes to be transferred decides on the transfer of the pupil upon an application in writing from the pupil or his/her legal guardian. In deciding on a change of the course the school head may decide on an examination, which may show any differences in education.

Nástavbové studium, shortened study for acquiring střední vzdělání s maturitní zkouškou and shortened study for acquiring střední vzdělání s výučním listem may be carried out in the courses which are also taught at the upper secondary level.

Courses with maturitní zkouška – general education

General education is provided in courses of four-year and multi-year (six- and eight-years) gymnázium . At present, there are 12 specialisations: general, mathematics, mathematics and physics, sciences, programming, artistic subjects, living languages, classical languages, humanities, physical education, sports training and selected subjects in a foreign language (only in multi-year gymnázia, see 5.20.). More than 90 percent of pupils study general courses. In most specialisations pupils deepen their knowledge of one or more subjects.

In relation to new concept of educational programmes (see 5.2.) two new courses were approved which would replace current twelve specialisations: courses Gymnázium and Gymnázium se sportovní přípravou (Sports Training Gymnázium). Schools will specialise themselves, their specialisation will reflect the school educational programme. The third course – for CLIL type of education – is under preparation (see 5.20.).

The courses from the group of the so-called obecně odborná příprava courses (general pre-vocational training) – the lycea are less common than those of the gymnázia (see below).

Courses with maturitní zkouška – vocational specialisation

Střední vzdělání s maturitní zkouškou is taught in 26 groups of vocational courses. The new system of curricular documents (framework and school educational programmes) brings also changes in the structure of particular courses and their large reduction – for more information see 5.2..

Courses are broken down into the following groups:

- ecology and environmental protection,
- mining and mining geology, metallurgy and foundry industry,
- mechanical engineering and metalwork,
- electrical engineering, telecommunication and computers,
- chemical engineering and chemistry of glass and ceramics,
- food industry and food chemistry,
- textile production and cloth making,
- tanning and footwear production, plastic processing,

- wood processing and production of musical instruments,
- printing, paper processing, film and photography,
- building construction, geodesy and cartography,
- transportation and communications,
- special and interdisciplinary fields,
- agriculture and forestry,
- veterinary science and prevention,
- health care,
- philosophy, theology,
- economics and administration,
- business enterprise and industry,
- gastronomy, hotel trade and tourism,
- commerce,
- justice, legal and public administration,
- personal and operational services,
- journalism, library science and information,
- pedagogy, teaching and social care,
- general vocational training,
- fine arts, applied arts.

These courses are divided into two categories: M – courses of former střední odborné školy and L – courses of former střední odborná učiliště which have a much greater proportion of practical education and are less common overall.

At present, the nástavbové studium is provided only in courses of the category L and the number of leavers is quite high (see 5.21.4.). A great number of pupils prefer instead of four-year course completed with maturitní zkouška the option of three-year study completed with výuční list followed by two year nástavbové studium. After five year of study the leavers have výuční list as well as maturitní zkouška certificate. The shortened study for acquiring střední vzdělání s maturitní zkouškou is provided only in a few courses of both categories.

The courses from the group of the so-called obecně odborná příprava (general pre-vocational training) courses do not have a long tradition. These are Technical Lyceum, Science Lyceum, Economics Lyceum, Pedagogical Lyceum, Waldorf Lyceum and Health Care Lyceum and Home Economics School specialised on social services, economics and administrative services and public administration services. In the lyceum courses the general component predominates (a minimum two thirds of the total time) and the vocational component is generally understood as preparation for study at a vysoká škola. In the Home Economics School course the general component makes up almost half of the total study.

Courses with výuční list

Courses leading to a výuční list include 18 groups of vocational courses. In few of these courses a shortened study for acquiring střední vzdělání s výučním listem may be organised. The new system of curricula documents (framework and school educational programmes) brings along also change in the structure of particular courses and their large reduction – for more information see 5.2.

Courses are broken down into the following groups:

- mining and mining geology, metallurgy and foundry industry,
- mechanical engineering and metalwork,
- electrical engineering, telecommunication and computers,
- chemical engineering and chemistry of glass and ceramics,
- food industry and food chemistry,
- textile production and cloth making,
- tanning and footwear production, plastic processing,
- wood processing and production of musical instruments,
- printing, paper processing, film and photography,
- building construction, geodesy and cartography,
- transportation and communications,
- agriculture and forestry,
- health care,

- gastronomy, hotel trade and tourism,
- commerce,
- personal and operational services,
- body culture, physical training and sports,
- fine arts, applied arts.

These courses are divided in two categories: H – common courses (usually three-year) and E – courses (usually two-year) for pupils with special educational needs, who have generally completed the základní škola praktická, former zvláštní škola, or who finished the základní škola in lower year (courses of the odborné učiliště). For more information see 10.6.4. Only something over 10% of pupils completing courses with výuční list complete category E courses.

Other courses

Střední vzdělání is provided by these branches (vocational as well as general pre-vocational):

- health care (Dental Nurse),
- economics and administration (Business School),
- personal and operational services (Charity Services),
- pedagogy, teaching and social care (Pedagogy for Teaching Assistants),
- general pre-vocational training (One and Two-year Praktická Škola),
- fine arts, applied arts (Piano Tuning),
- and some others which were not carried out in 2007/08.

Only a small proportion of střední školy pupils study courses providing střední vzdělání. The majority of courses are designed to be less demanding in ordinary střední školy (called category J). Four-year Piano Tuning course is intended especially for visually impaired pupils. The one or two-year Praktická Škola courses are intended for pupils with different degrees of mental disabilities (called category C, for more details see 10.6.4.).

Conservatoires

Conservatoires provide artistic education. It can be acquired through studies in the following courses (pupils usually choose a specialisation within the course):

- dance,
- music,
- singing,
- musical-dramatic art,
- piano tuning.

Studies in Music, Singing and Musical-dramatic art courses last six years; in Dance course it lasts eight years. Study of Piano Tuning course is intended especially for visually impaired pupils, it lasts five years and leads only to a maturitní zkouška.

Legislation: Government regulation on fields of studies in basic, upper secondary and tertiary professional education

5.12. Organisation of School Time

The organisation of school time is set down by the Education Act and by decrees that fix the school year, holidays and weekly and daily regime; and by educational programmes that fix the number of teaching hours in a week. The school year at střední školy and conservatoires starts on September 1 of the current year and finishes on August 31 of the following year. It is divided into teaching periods and holiday periods, the latter is set by a ministerial decree. The main school holiday is in July and August. The weekly and daily timetable depends on the form of education.

Legislation: Decree of the Ministry of Education, Youth and Sports on organisation of school year

5.12.1. Organisation of the school year

At střední školy and conservatoires the school year is divided as in 4.9.1. but if, in accordance with the timetable, work or artistic practice or sports training is planned in July and August, second term teaching finishes prior to the general date by the number of teaching days corresponding to the length of the practice.

The last year of school is influenced by the dates of examinations, as the závěrečná zkouška in courses of střední vzdělání and střední vzdělání s výučním listem take place in June. Four days are set aside for preparation, when pupils do not attend lessons. The maturitní zkouška takes place between the second full week in May and 20 June at the latest. The preparation period, when pupils do not attend lessons, is 5 days before the oral/practical examination. The exact date when they are to be held is set by the school head (for more information see 5.17.).

Legislation: Decree of the Ministry of Education, Youth and Sports on organisation of school year

5.12.2. Weekly and daily timetable

The weekly and daily timetable depends on the form of education:

- for day form of education, the school week is similar to the working week, i.e. five days from Monday to Friday. The weekly number of lessons is given by the curriculum, up to a maximum of 35 lessons per week, or 40 lessons for courses where an aptitude test is a part of the entrance examination and for the conservatoire, or 46 lessons for a sports training gymnázium,
- evening education is carried out regularly several times a week, with between 10 and 18 lessons a week during the school year, usually in the afternoon and evenings,
- distance education is carried out as self-learning supported by 200 to 220 consultation hours in a school year,
- in e-learning – communication between the school and pupil is primarily via information technologies.

There are also combined forms, which use both day and one of the other forms of education.

One lesson lasts 45 minutes, except for lessons of practical training and work practice which last 60 minutes. In justified cases lessons may be split or merged. The educational programme for pupils with special educational needs may specify a different length of school lesson.

Five-day week system in the form of day attendance – theoretical education:

LENGTH OF SCHOOL DAY, EACH DAY OF THE WEEK					
	Out-of-hours provision (before lessons)	Lessons (starting and finishing times in the morning)	Lunch break	Lessons (starting and finishing times in the afternoon)	Out-of-hours provision (after lessons)
Monday	Not set	No earlier than 7 a.m.	At least 30 minutes	No later than 8 p.m.	Not set
Tuesday	Not set	No earlier than 7 a.m.	At least 30 minutes	No later than 8 p.m.	Not set
Wednesday	Not set	No earlier than 7 a.m.	At least 30 minutes	No later than 8 p.m.	Not set
Thursday	Not set	No earlier than 7 a.m.	At least 30 minutes	No later than 8 p.m.	Not set
Friday	Not set	No earlier than 7 a.m.	At least 30 minutes	No later than 8 p.m.	Not set

The daily timetable is derived from the total number of lessons at the particular educational level and from regulations dealing with the beginning and the end of the education. The minimum number of hours per week in year is set by the curricular documents; the maximum number of hours per week – see above.

The beginning and end of theoretical classes in day education is decided by the school head – classes usually start at 8 a.m., 7 a.m. at the earliest, and finish at the latest by 8 p.m. The maximum number of compulsory lessons in one day, including a lunch break, is 8, exceptionally 9, with a maximum of 7 lessons without a lunch break. There is a 15-20-minute break usually after the first two lessons and a usually 10-minute break between other lessons.

For the day education, practical training is in units of one day. Morning lessons start no earlier than at 7 am, in justified cases, they may start at 6 a.m. for pupils of the 2nd-4th year. Afternoon lessons end no later than at 8 p.m., in justified cases at 10 p.m. for pupils of the third and fourth year. However, pupils must have a break of at least 12 hours between the end of one day and the beginning of the following day on which lessons take place. A practical training of pupils in first year and pupils under 18 years can be a maximum of 6 (60-minutes) lessons per day. There is a break of 15-20 minutes, usually after the second lesson of practical training in the school or in a school facility. Students carrying out their practical training in companies have the same breaks as the employees. The time of breaks is not included in the total length of the teaching day.

Practical training is carried out regularly as a part of education, vocational and art practice is in the form of compact blocs, usually in whole weeks. Organisational structure is set by the school head in accordance with the specialisation of given course and conditions set for the course of education in curricular documents.

Sports training is in training units of 45 minutes, with a maximum of 6 training units in one day. Morning lessons start at 7 a.m. at the earliest, or at 6 a.m. in justified cases, and afternoon lessons end no later than at 8 p.m., in justified cases at 10 a.m. However, pupils must have a break of at least 12 hours between the end of one day and the beginning of the following day on which lessons take place.

Střední školy can provide pupils with opportunities for extra-curricular activities for their leisure time, focusing primarily on active relaxation, development of their skills and interests, preparation for lessons, and participation in contests and shows. In out of school hours, pupils can also use guidance services (see 5.18.), services of střediska volného času, school libraries etc. For more information about extra-curricular activities of pupils at the lower secondary level (see 4.7.).

5.13. Curriculum, Subjects, Number of Hours

The educational objectives and core subject matter are stipulated at present still by the so called Standards of education: The Four-year Gymnázium Educational Standard (valid from 1996), The Standard of Secondary Vocational Education (valid from 1998) and for lower level of multi-year gymnázia by the Standard for Basic Education. Details for every course are set by the characteristic of a course, the school leaver's profile, the timetable determining the number of teaching hours of subjects, and teaching programmes defining the concrete content of subjects. Timetables vary according to the form of studies.

Teaching at střední školy is based on curricula approved by the Ministry of Education, Youth and Sports. School heads are, however, allowed to adjust these curricula. They may alter their timetables, usually by no more than 10% of the total number of hours, as long as certain rules are observed. The teaching programmes of individual subjects may be altered by up to 30% of the total number of teaching hours. Schools may develop their own curricula, which can be used after approval by the Ministry of Education, Youth and Sports.

On the basis of the new Education Act, a reform of the system of curricular documents is under way at present, under which the curricular documents are being created on two – state and school – levels. For details on the reform see chapter 5.2., on Framework Educational Programme for Gymnázia see 5.13.1. and 5.13.1.3., on framework educational programmes for vocational education see 5.13.2. and 5.13.2.2.

Bibliography: Standard středoškolského odborného vzdělávání
Bibliography: Standard vzdělávání ve čtyřletém gymnáziu : včetně Standardu pro latinský jazyk, Doplňku ke Standardu vzdělávání ve čtyřletém gymnáziu
Bibliography: Standard základního vzdělávání : včetně Pokynu MŠMT ČR k využití Standardu základního vzdělání a Doplňku ke Standardu základního vzdělání

5.13.1. General education - courses with maturitní zkouška

The educational objectives and core subject matter in gymnázium courses are set by the Four-year Gymnázium Educational Standard (for four-year gymnázia as well as the upper level of multi-year gymnázia), which has been in force since 1st September 1996, and by the Standard for Basic Education (for the lower level of multi-year gymnázia), for details see 4.10.1. The detailed content of subject matter is determined by teaching programmes, the teaching time of subjects by a timetable.

In August 2007 the Framework Educational Programme for Gymnázia (and Framework Educational Programme for Sports Training Gymnázia) was published, designed for four-year gymnázia and upper level of multi-year gymnázia (ISCED 3A). On the basis of this programme, each school will prepare its own school educational programme (SEP) and will provide education according to it in first year from 2009/10 at the latest. For information on the circumstance of the reform of curricular documents see 5.2., for more details on the Framework Educational Programme for Gymnázia and preparation of SEP see 5.13.1.3. For lower level of multi-year gymnázia (ISCED 2) the Framework Educational Programme for Basic Education is the binding document. In 2007/08 the education in the first year of eight-year gymnázium was provided obligatorily according to the SEP based on this framework programme (see 4.10.1.).

The Four-year Gymnázium Educational Standard sets the objectives of gymnázium in seven defined areas (languages, social sciences, mathematics and informatics, science, aesthetic education and healthy lifestyle). Within these areas, the Standard defines core subject matter. Curricular documents for gymnázia were developed on the basis of the Four-year Gymnázium Educational Standard, the Standard for Basic Education and currently valid educational programmes of základní škola, and have been in force since 1st September 1999.

Curricular documents for gymnázia include timetables which determine individual subjects, their obligatory numbers of hours and other details. The timetables are constructed in such a way that content of the greater part of the total number of teaching hours is prescribed to ensure the unneglectable content of the gymnázium education. The content of the smaller (but gradually increasing up to one third of total time) part is (so-called "dispensable lessons") determined by school heads. This enables schools both to adjust their profile to fit their conditions and regional needs and to satisfy pupils' educational needs and realize their specializations at the end of studies.

The set of generalized timetables includes a generalized timetable for an eight-year gymnázium (see 5.13.1.2.), from which a timetable for six-year gymnázium and possibly for four-year gymnázium is derived, a generalized timetable for a day study in four-year gymnázium (see 5.13.1.1.), a timetable for on-the-job-training (other forms of education) and directives for adapting teaching according to the gymnázium specilisations (profiling subjects and their organisation and material conditions of teaching).

The second element of curricular documents is teaching programmes for individual subject. The characteristic and objectives are specified for every subject. Furthermore, the detailed specification of content is mentioned within topical units for every subject separately for lower and upper level. Subject matter is not structured according to the year.

The sports training the sport training classes have a special regime and follow timetables with special system of teaching and sports training.

Bibliography: Rámcový vzdělávací program pro gymnázia
Bibliography: Standard vzdělávání ve čtyřletém gymnáziu : včetně Standardu pro latinský jazyk, Doplňku ke Standardu vzdělávání ve čtyřletém gymnáziu
Bibliography: Učební dokumenty pro gymnázia

5.13.1.1. Timetable of the four-year gymnázium

Generalized timetable of the gymnázium day study

Number of lessons per week in years 1 to 4					
Year	1	2	3	4	Total
Czech language and literature	3	3	3	3	12
Foreign language 1	3	3	3	3	12
Foreign language 2	3	3	3	3	12
Latin	R	R	R	R	R
Basics of social sciences	1	1	2	2	6
History	2	2	2	R	6
Geography	2	2	R	R	4
Mathematics	3	3	2	2	10
Descriptive geometry	R	R	R	R	R
Physics	2	2	2	R	6
Chemistry	2	2	2	R	6
Biology/geology	2	2	2	R	6
Information and computer technology	2	R	R	R	2
Aesthetic education	2	2	R	R	4
Physical education	2	2	2	2	8
Optional subject 1	R	R	2	2	4
Optional subject 2		R	2	2	4
Optional subject 3			R	2	2
Optional subject 4				R	R
Total of set lessons	29	27	27	21	104
Lessons added by school head (R)	4	6	6	12	28
Total	33	33	33	33	132
Non-compulsory subjects					

(R = subject or number of lessons decided by the school head.)

The number of lessons represents a minimum, to which the school head can add further lessons up to a set maximum. The letter "R" in this curriculum indicates that the inclusion of this subject in the teaching process in the given year and the number of lessons is to be decided by the school head, but the total should not drop below the minimum number of lessons set for the given year, nor below the total minimum number of lessons set for a subject within the whole four-year study plan.

Foreign languages are selected according to pupils' interests and the potential of particular schools (from English, German, French, Russian and Italian). Classes can be divided into groups for all lessons. In the case of Czech language lessons the class can be divided into groups for at least one lesson per week.

In mathematics, at least one lesson should consist of practical work. The school head can also designate a number of science lessons for practical work.

The physical education course includes a week's skiing in the first year and a week's sports course, usually in the third year.

If Latin or descriptive geometry is included in the curriculum, it can be included as an individual subject in the maturitní zkouška examination but must meet the conditions laid down by the Ministry of Education, Youth and Sports.

Subjects included under aesthetic education are music and art. Pupils choose one of these in the first or second year.

Optional subjects 1, 2 and 3 are usually a continuation of the respective compulsory subjects at an advanced level (discussion, practical work, conversation in a foreign language, etc.). They thus form a single unit with the compulsory subject and are not independent subjects for the maturitní zkouška. A maximum of 3 lessons are allocated to optional subject 4.

The choice of optional and non-compulsory subjects is decided by the school head, who is expected to take into account the pupils' interests, the conditions in the school and the needs of the region. The school head is responsible for the teaching programmes and the quality of subject matter. For lessons in optional and non-compulsory subjects, groups may consist of pupils from different classes and years.

The school's profile is formed either through lessons – the content of which can be decided by the school head – or by the inclusion of some of the 12 specialised study areas, such as mathematics, mathematics and physics, natural science, information and computer technology, aesthetic subjects, modern languages, classics, selected subjects taught in a foreign language (usually the six-year gymnázia), humanities subjects, and physical education and sports training. General conditions, profiling subjects (from a common timetable) and the recommended content of these profiling subjects are set for each specialisation. The school works out its own curriculum on this basis and submits it to the Ministry of Education, Youth and Sports for approval. The physical education and sport specialisations have special conditions and are controlled by the Ministry directly.

Bibliography: Učební dokumenty pro gymnázia
Bibliography: Změna učebních dokumentů - učebních plánů gymnázií s osmiletým studijním cyklem a učebních plánů gymnázií se čtyřletým studijním cyklem

5.13.1.2. Timetable of eight-year gymnázium

Generalized timetable of eight-year gymnázium

Number of lessons per week in years 1 to 8									
Year	1	2	3	4	5	6	7	8	Total
Czech language and literature	5	4	4	3	3	3	3	3	28
Foreign language 1	4	3	3	3	3	3	3	3	25
Number of lessons per week in years 1 to 8									
Foreign language 2	-	R	R	R	3	3	3	3	12
Latin	-	-	-	R	R	R	R	R	R
Civic education	1	1	1	1	-	-	-	-	4
Basics of social sciences	-	-	-	-	1	1	2	2	6
History	2	2	2	2	2	2	2	R	14
Geography	2	2	2	2	2	2	R	R	12
Mathematics	5	5	4	3	3	3	3	3	29
Descriptive geometry	-	-	-	R	R	R	R	R	R
Physics	2	2	2	2	2	2	2	R	14
Chemistry	-	2	2	2	2	2	2	R	12
Biology/Geology	2	2	2	2	2	2	2	R	14
Information and computer technology	R	R	2	1	R	R	R	R	3
Aesthetic education	3	3	2	2	2	2	R	R	14
Physical education	2	2	2	2	2	2	2	2	16
Optional subject 1	-	-	-	R	R	R	2	2	4
Optional subject 2	-	-	-	-	-	R	2	2	4
Optional subject 3	-	-	-	-	-	-	R	2	2
Optional subject 4	-	-	-	-	-	-	-	R	R
Total of set lessons	28	28	28	25	27	27	28	22	213
Lessons added by school head (R)	2	2	3	6	6	6	5	11	41
Total	30	30	31	31	33	33	33	33	254

Bibliography: Učební dokumenty pro gymnázia
Bibliography: Změna učebních dokumentů - učebních plánů gymnázií s osmiletým studijním cyklem a učebních plánů gymnázií se čtyřletým studijním cyklem

5.13.1.3. Pilot Framework educational programme for gymnázia

A completely new system of curricular documents for gymnázia courses is being introduced within the curricular reform. Documents are being prepared on two levels – on the state and school level. The Ministry of Education issued in July 2007 a binding Framework Educational Programme for Gymnázia (FEP G) and a similar one for Sports Training Gymnázia (FEP STG). The state continues to guarantee the set curriculum – minimal requirements on the quality of education and its outcomes. Each school will create its own school educational programme (SEP) on the basis of the FEP G (FEP STG) by 2009/10 at the latest (in this school year the teaching according to SEP will start in the first year). The SEP should respect the concrete needs of the school and its pupils. It will also allows schools to create their own specialisation, thus in future there should not be various courses for gymnázia set by government regulation as is now the case (see 5.11.). Apart from the course Gymnázium there will

only be one other – Sports Training Gymnázium with the educational programme FEP STG. The general part of the FEP STG is identical with the FEP G, and the specific part have been prepared in collaboration with the Association of School Heads of Sports Training Gymnázia (Asociace ředitelů gymnázií se sportovní přípravou), thus with the school heads and teachers of these Gymnázia. In 2015 the Framework Educational Programme for Bilingual Gymnázia (CLIL type) should be prepared, for which separate course will be set.

The FEP G stipulates:

- the objectives of gymnázium education,
- key competences which should be acquired by pupils,
- educational areas and cross-curricular themes,
- a framework timetable,
- rules to design the SEP,
- conditions of education of pupils with special educational needs (pupils with health disabilities or disadvantage and pupils from different cultural environment and socially disadvantageous environment),
- conditions of education of exceptionally gifted pupils,
- material, personnel and educational-psychological conditions, conditions of safety and mental hygiene and manual labour hygiene, psycho-social conditions and organisational and management conditions of gymnázium education.

The Every of the eight educational areas has its characteristic, objectives and content of education (expected outcomes and subject matter). Each area is divided into one or more courses. For cross-curricular themes the characteristic, contribution to pupil's personal development and thematic fields are set. The stress is put mainly to educational outcomes. The expected pupils' key competencies are now defined (see 5.4.1.). Close attention is also paid to pupil's system of values and his/her personal and social development, whereto the cross-curricular themes should primarily contribute.

School develops the school educational programme on the basis of the Framework Educational Programme of Gymnázium and legislation in force. During the preparation the pupils' needs and condition of the school have to be respected, the lawful requirements of parents, if need be of founder and region have to be taken into consideration. The school head is responsible for development of SEP and its implementation, teachers participate in preparation of individual parts, they take part in decision-making. The školská rada give opinion to the proposed SEP and to its implementation, and it approves the way of assessment of pupils. The content of SEP and its conformity with the FEP are evaluated by the Czech School Inspectorate. The SEP must be available to public. Except the identification data every SEP has to contain:

- characteristics of the school (capacity and equipment, educational staff, long-term projects and international cooperation and cooperation with parents and other subjects…);
- characteristics of SEP (the school's specialisation, a profile of the school leaver, organisation of enrolment proceedings and the maturitní zkouška exam, the educational strategy, description how the teaching of pupils with special educational needs or exceptionally gifted pupils will be ensured, integration of cross-curricular themes);
- the timetable and the teaching programmes (educational content of subjects);
- the rules for pupils' assessment and self-evaluation of school.

The SEP will divide the content of education stated in the FEP into subjects and years (teaching programmes) and work out the timetable in detail. It is possible to integrate, divide into more subjects or otherwise link topics of each educational field and cross-curricular theme; apart from the standard approach the curriculum can be taught in the form of seminars, courses, forums or projects. The obligatory numbers of teaching hours must be kept, although the school head has a relatively high number hours at his/her disposal (20% of the total number of hours), which provide for the specialisation of school and pupil.

The Framework timetable

Educational area	Educational field	Total number of teaching hours during the study	
Language and language communication	Czech language and literature	12	obligatory in each year
	Foreign language 1[2]	12	obligatory in each year
	Foreign language 2[2]	12	obligatory in each year
Mathematics and its application		10	obligatory in years 1 to 3
People and nature	Physics	36	obligatory in years 1 and 2
	Chemistry		
	Biology		
	Geography[5]		
	Geology		
People and society	Civic and social science essentials		
	History		
	Geography[5]		
People and the world of work		X	during years 1 to 4[1]
Art and Culture[3]	Music	4[3]	obligatory in years 1 and 2
	Fine arts		
People and their health	Physical education	8	obligatory in each year
	Health education	X	During years 1 to 4[1]
Information and communication technology		4	during years 1 to 4
Optional educational activities[4]		8	obligatory in years 3 and 4
Cross-curricular themes		X	during years 1 to 4[1]
Available hours		26	fully in responsibility of school head
Total compulsory number of hours		132	

X – the number of hours is stipulated by the SEP

[1] Content of educational area (field) has to be provided during this period, and the details are stipulated in the SEP.

[2] One of the foreign languages must be English.

[3] The offer must be such that pupils on the basis of their own choice will have the opportunity to acquire in full range content of at least one of the fields, including content of the integrated topic Art production and communication.

[4] Hours intended for optional subjects.

[5] Due to its nature, Geography is included in the list of fields of both educational areas – People and nature and People and Society.

[6] All hours must be used. They are intended for implementation of cross-curricular themes, for inclusion of other subjects, for specialisation of school, for increasing the number of hours for individual educational areas (fields).

Cross-curricular themes:

- Personal and social education,
- Education towards thinking in the European and global content,
- Multicultural education,
- Environmental education,
- Media studies.

All thematic fields of cross-curricular themes must be included but the level of profundity at which they are taught is decided by school head.

The number of hours per week in each year must be between 27 and 35. The minimum number of hours per study is 132 hours, although the school can increase it up to 140 hours. Any hours over and above the set 132 are not covered from the State Budget.

The timetable of FEP STG is similar to that of the FEP G, although the physical education and sports training cover 64 teaching hours. The total compulsory number of hours is 184 and number of hours per week is 46 hours.

Bibliography: Rámcový vzdělávací program pro gymnázia se sportovní přípravou
Bibliography: Rámcový vzdělávací program pro gymnázia

5.13.2. Vocational education - course with maturitní zkouška

Education in the courses of střední školy is carried out according to curricula developed separately for each course. The level of education required by the State is stipulated in the Standard of Secondary Vocational Education, in force since 1st January 1998, which is intended for all courses of secondary vocational education (except those in special schools).

The Education Act from 2004 brings a new concept of the curriculum, which is developed on two levels – national (Framework Educational Programmes) and school (school educational programmes). In June 2007 the Ministry of Education, Youth and Sports approved framework educational programmes for secondary vocational education – for 29 courses leading to výuční list and 32 courses completed with maturitní zkouška. Schools which provide education in these courses must prepare their school educational programmes up to September 2009 when they will start teaching according to them in the first year. For more information on the reform see 5.2., on the structure of the framework educational programmes see 5.13.2.2.

Requirements stipulated in the Standard are defined differently for achieved levels of education – střední vzdělání s maturitní zkouškou (ISCED 3A) and střední vzdělání s výučním listem or střední vzdělání (ISCED 3C). Further, three components of education are defined:

General education component: the Standard sets out educational objectives and content circles for each of the six areas (language education, social science education, mathematical education, science education, aesthetic education, development of physical culture).

Key skills: The Standard specifies educational objectives for each of generally applicable skills (communicative, personal and interpersonal, problem solving, numerical applications and utilization of information technologies).

Vocational education component: Basic educational objectives and characteristics of content circles are stipulated for each of 21 specializations.

A curriculum of individual courses includes a school leaver's profile, characteristics of an educational programme, timetable and teaching programmes of individual subjects (or descriptions of educational modules or other structural content wholes). Curricula developed after 1998 have to respect the Standard. Proposals for new curricula are submitted by schools or are created on a central level in collaboration with schools. All curricula have to be approved by the Ministry of Education, Youth and Sports. Currently it does not anymore approve new educational programme based on the Standard, because new framework educational programmes are gradually being approved, which will replace them. The Standard stipulates, among other things, that general education must represent at least 45% of the content in courses with a maturitní zkouška and 30% in other courses (without maturitní zkouška), that all areas of general education have to be covered and the number of hours per week

has to be between 28 and 33. Schools are allowed to adapt approved curricula for up to 10% of the whole weekly number of teaching hours in the year, but they must not omit any subject or exceed the total weekly number of teaching hours stipulated by the timetable or another schedule. Schools may adapt educational content in teaching programmes (modules) by up to 30% of total number of hours focused on innovations in educational content and involving regional aspects.

According to the 2005 study, the general component of education (including ICT and economic subjects for non-economic courses) forms an average of 50% of the curriculum for courses of category M and 47% in courses of category L (see 5.11.). For lyceum courses it is 71%. For art fields it is just 34-35%, although the total number of hours of these courses is higher.

As a rule, work practice, or vocational practice and exceptionally even practical training are a part of courses in střední vzdělání s maturitní zkouškou, in addition to theoretical education (it is not included in above mentioned data).

Section 5.13.2.1. presents an example timetable for a course of střední vzdělání s maturitní zkouškou, i.e. Light-current electrical engineering.

Bibliography: Analýza vzdělávacích programů z hlediska zaměstnanosti absolventů
Bibliography: Standard středoškolského odborného vzdělávání

5.13.2.1. Example of a timetable of a course with maturitní zkouška

Example timetable for the technical course Light-current electrical engineering (valid since 1999/2000)

Core branch: Electronics

Course: Light-current electrical engineering

Day and distant study

Subject category and names	Day form of study	Distant form of study
	Total number of lessons	Total number of lessons
	130-132	1040
1. General education	58-59	350
Basic	52	350
Czech language and literature	10	90
Foreign language	12	100
Mathematics	12	100
Civic education	3	20
History	2	0
Physics	3	40
Chemistry	2	0
Physical education	8	0
Optional	6-7	0
2. Technical education	72-73	690
Basic	46	405
Technical drawing	3	20
Basics of electrical engineering	7	50
Electronics	4	60
Electrotechnology	2	25
Computer technology	5	40
Electrotechnical measurement	9	100
Economics	3	30
Digital technique	2	20
Microprocessor technology	2	60
Practical training	9	0
Optional	26-27	285

Comments on the timetable

1. The above timetable is a framework and does not show how subjects are distributed over different years. The school divides the timetable into four years in accordance with the specific conditions and set principles. The timetable shown is valid for pupils throughout their term of study. It aims to adapt a school leaver's profile according to a school's conditions, the region's requirements, the development of the specialisation and the pupil's interests and abilities. The school can also use the adapted timetable, worked up according to the teaching documentation.

2. Subjects designated as basic and the number of lessons devoted to them is given as a minimum, i.e. the fundamentals of the study of light-current electrical engineering which are compulsory for all schools.

3. The number of lessons for basic subjects is a minimum. The school head decides how to use the allocation for optional subjects and increases the number of basic lessons with respect to the desired profile of a school leaver. The completed timetable is part of the school's required documentation. There must be co-ordination between different subjects in terms of time and content. The number of lessons per week cannot be exceeded.

4. The school head can modify the teaching programmes of subjects in the timetable by up to 30% of their content taking in consideration new technologies, modernisation of the specialisation, the conditions of the region and the requirements of social partners.

5. For teaching of general educational subjects the teaching programmes for the střední odborná škola are used.

6. Pupils usually continue to study the foreign language they studied at the základní škola.

7. Non-compulsory subjects and their content are developed by subject commissions and approved by school heads. Pupil can take no more than two subjects in one year, or three if one of them is sport or driving.

8. Optional subjects can be formed into a group of subjects reflecting the specialisation, which can be stated in the school's documentation and certificate. When they are not part of the teaching documentation prepared by particular subject commissions and approved by the school head, the teaching programmes of optional subjects are part of a school's compulsory documentation.

9. The timetable does not indicate the amount of practical work, which depends on each particular subject.

10. Practical subjects include four weeks of continuous practical training split over two years, usually the second and third years. Pupils do this continuous practical training in companies which have a contract with the school.

11. Within its time reserves, the school can organise a one-week ski course and a sports course in the first to third year. The total duration of these courses cannot exceed two weeks.

12. Instruction in distance study is organized according to the distance study timetable and the day study teaching programmes. Thematic plans are approved by a school head. The number of consultation hours can be adjusted up to a maximum of 10%. Examination in each subject is always held at the end of each semester. A maximum of three examinations can be held in a single day.

13. A school ensures a one-week workshop for distance study pupils, during which they acquire practical skills especially in electrical measurements.

14. Those pupils in distant study who have no work experience in the fields or related ones, must by prior agreement with the school attend a four-week work experience session during their studies, to enable them to acquire basic knowledge and adequate vocational skills.

5.13.2.2. Framework educational programmes for vocational education

This chapter describes common structure of framework educational programmes (FEPs). For more details on the reform of curricular documents see 5.2.

FEPs set:

- objectives of secondary vocational education, key competencies, vocational competencies and job opportunities for leavers (see 5.4.2.),
- curricular frameworks for individual educational areas,
- framework timetable of the content of education,
- cross-curricular themes,
- rules for development of school educational programme (SEP),

- basic conditions to provide the educational programme (material, personal and organisational conditions and conditions of safety work and health protection during the educational activities),
- conditions of education of pupils with special educational needs and exceptionally gifted pupils,
- application of the FEPs on the education of adults.

For every educational area, which can include several educational fields, the obligatory content of education and required outcomes of education are set. The list of educational areas follows:

- language education and communication (in Czech language and foreign language),
- humanity and social education,
- science education (physics, chemistry, biology and ecology),
- mathematical education,
- aesthetic education,
- education for health (including physical education),
- education in information and communication technologies,
- economy education,
- specific vocational education (depending on a field of study).

The framework timetable of the content of education sets the total number of hours of individual educational areas per study. A part of the time is dispensable. The time for job practice (or apprenticeship practice or practical training) is also set.

The way the cross-curricular themes are included into instruction is set by the SEP. All the following themes must be included:

- Citizen in the democratic society,
- People and the environment,
- People and the world of work,
- Information and communication technologies.

The SEP must be prepared on the basis of the FEP and relevant legislation. The responsibility for its creation and implementation is on the school head. The SEP must be available to public. The school can prepare separate SEP for each form of education (the day and other forms, see 5.12.2.) or individual programmes can be included in one document. The SEPs for nástavbové studium and the shortened study are separate documents. On the basis of one FEP the school may prepare several SEPs for different specialisations.

In addition to the identification data the SEP include:

- school leavers' profile,
- characteristics of SEP (the overall conception, the organisation of instruction, implementation of practical training, key competencies and cross-curricular themes, other and out-of-school activities, conditions of enrolment proceedings, the form of závěrečné zkouška exam and/or profile part of maturitní zkouška exam and approaches to education of pupils with special educational needs and exceptionally gifted pupils),
- the timetable and an overview of distribution of the content of education,
- the teaching programmes or educational modules.

5.13.3. Vocational education - courses with výuční list

The system of curricular documents for courses of střední vzdělání s výučním listem is the same as for střední vzdělání s maturitní zkouškou (see 5.13.2.). The structure of framework educational programmes is also similar to that of the střední vzdělání s maturitní zkouškou (see 5.13.2.2.).

According to the 2005 study, the general component of education (including ICT and economic subject for non-economic courses) forms an average of 32% in three-year courses, 30% in two-year courses and only 19% in two-year courses of category E (see 5.11.).

Practical training forms an integral part of the vocational component of study in courses of střední vzdělání s výučním listem (it is included in the list above).

An example of the timetable for a course of střední vzdělání s výučním listem, Metal machining, is given in section 5.13.3.1.

Bibliography: Analýza vzdělávacích programů z hlediska zaměstnanosti absolventů
Bibliography: Standard středoškolského odborného vzdělávání

5.13.3.1. Example timetable of a course with výuční list

Example of a timetable of a course of střední vzdělání s výučním listem **Metal Machining (valid since 2000/2001)**

Core branch: Metal machining, Machining works

Specialisation: Metal machining

Three-year day study

Subject categories and names	Number of lessons in year per week			Total
	1.	2.	3.	
A. Compulsory				
a) Basic				
Czech language and literature	2	2	2	6
Foreign language	2	2	2	6
Civic education	1	1	1	3
Mathematics	2-4	2	2	6-8
Physics	2-4	2-3	-	4-6
Computing	0-3	0-3	-	2-4
Basics of ecology and chemistry(1)	2	-	-	2
Physical education(2)	2	1	1	4
Economics	-	-	2-4	2-4
Technical documentation	2-4	1-3	0-1	4-6
Engineering technology	1-3	1-2	-	2-4
Engineering	0-2	1-3	0-2	4-6
* Technology	2-3	2-4	2-4	8-11
* Practical training	6-12	14-17.5	14-17.5	34-45
b) Optional	-	0-4	0-6	0-10
Total number of lessons per week	max. 33	max. 33	max. 33	max. 99
B. Non-compulsory				

(1) The teaching of integrated subjects – basics of ecology and chemistry – is provided according to the valid teaching programmes of individual subjects, which the school adapts to suit its needs.

(2) From the first to the third years the school can organise a skiing week course and a sports and tourism week course. The total length of these courses cannot exceed two weeks for this period. The courses are organised according to the guidelines of the Ministry of Education, Youth and Sports on organising skiing courses and sports and tourism weeks.

Examples of non-compulsory subjects:

Aesthetic education, conversation in a foreign language, a second foreign language, multicultural coexistence, mathematics exercises, physics practicals, sports, family education, people and the environment, psychology of work, computer technology, administration technique, road safety

education.

Comments on the timetable:

General educational subjects are taught according to the valid teaching programmes for 3-year vocational specialisations at upper secondary vocational schools issued by the National Institute of Technical and Vocational Education, in Prague.

During the theoretical training the number of physical education lessons cannot drop below two per week. It is recommended to include two lessons of physical education even in weeks in which pupils are on practical training. These lessons are not included in the total number of weekly lessons in a particular year (it is possible to exceed the maximum given in the timetable).

The structure and content of subjects designated by an asterisk (*) reflects the profiles of leavers. The school can decide the aims and curricula of education in the third year. For this part of the subject it is necessary to work out a teaching programme which is approved by the school head and then becomes a part of the compulsory school teaching documentation.

Optional subjects are set by the school head, who may decide that the time devoted to the category of optional subjects (or part of it) will be used to increase the number of lessons of basic subjects. The content of the optional subjects must be consistent with the leaver's profile and with the overall direction of their training. The school develops the teaching programme for optional subjects (it can use the teaching programmes from the curricular documents of another specialisation). The teaching programme is approved by the school head and after approval it becomes a part of the school's required documentation.

The school head is responsible for the inclusion and structure of optional subjects. The curricula of non-compulsory subjects are developed by the school (or a school can adopt appropriate teaching programmes from other curricular documents) and approved by the school head. Apart from the subjects mentioned, other suitable ones can be offered depending on the nature of the specialisation. Pupil can take up to three non-compulsory subjects, provided one of these is sport.

5.13.4. Vocational education - other courses

The system of curricular documents for courses of střední vzdělání is the same as for střední vzdělání s maturitní zkouškou (see 5.13.2.). The framework educational programmes for these courses have not yet been approved; the Research Institute for Education in Prague (2.6.1.) prepares the pilot version of Framework Educational Programme for praktická škola. For more information see chapter 10.6.7.

Studies in střední vzdělání include both practical and theoretical training.

5.13.5. Conservatoires

Education in conservatoires is carried out in compliance with curricular documents developed separately for each course. The curricular documents were modified according to the new Education Act in 2005.

The Education Act has brought a new concept of curricular documents, which are developed on two levels – national (Framework Educational Programmes – FEP) and school (school educational programmes – SEP). The National Institute for Vocational and Technical Education (see 2.6.1.) prepares the FEPs for fields of dance, music, musical-dramatic art and singing, documents have not been published yet.

Education in conservatoires includes general education, vocational and pedagogical components.

Six-year courses:

The majority of general education takes place during the first four years (equivalent to střední škola), where it accounts for approximately one third of curriculum, but encompasses only Czech language, foreign languages, History, Civics and ICT. The following two years are devoted mainly to professional and pedagogical training.

Timetable by curricular documents in force

	Number of hours per week	Total number of teaching hours	General education	Vocational education	Pedagogical education
Years 1-4	26.5-33	106-133	34-50	63-92	0
Years 5-6	17.5-25.5	35-51	5-8	25-41	5
Total per study	24-33	144-185	42-55	88-133	5

Eight-year courses:

All educational components are taught during the first four years (equivalent to the second stage of the základní škola), with general education making up more than half of curriculum. The total number of hours and the number of hours per week thus markedly exceeds number of hours at the second stage of základní škola.

General education makes up about a quarter of curriculum in the following four years, where only Czech language, foreign languages, Civics and ICT are taught. The vocational component is strengthened and in the last three years pedagogical subjects are also taught. The total number of hours and the number of hours per week rather exceed the number of hours in four-year střední školy courses (usually total 128, max. 35 per week).

Timetable by curricular documents in force

	Number of hours per week	Total number of teaching hours	General education	Vocational education	Pedagogical education
Years 1-4	38-39.5	153-158	89	67-69	0
Years 5-8	40	160	39	110	11
Total per study	38-40	313-318	128	177-179	11

5.14. Teaching Methods and Materials

Education at střední školy and conservatoires is generally divided into particular subjects and also cross-curricular themes are progressively being introduced. The education is theoretical and practical, whereas in vocational courses, mainly in those designated as střední vzdělání s výučním listem, practical education forms an essential part of education.

Teaching programmes, resp. framework educational programmes, can set out basic methods and teaching requirements; however the choice of actual educational methods depends on a school and a teacher. Schools which prepare their school educational programmes have to describe the total educational concept and educational strategy of individual subjects/modules. According to the Education Act one of principles of education is the large use of effective modern teaching methods and approaches.

Some of the theoretic subjects are usually realised in laboratories. The Rapid Polling surveys from 2005 (for details see 9.5.4.), in which more than one third of schools participated, found out that more than 90% of střední školy have an ICT laboratory over 80% a foreign language laboratory and more than one half of schools have laboratories for biology, chemistry and physics.

The practical element of instruction includes practice, practical training, work practice, artistic practice and sports training. It is organised for relatively small groups of pupils (see 5.10.). At conservatoires individual or small group teaching is preferred.

Exercise, provided in special classrooms, laboratories or workplaces, may be included in the basic subject. It enhances vocational education and training of pupils. During such exercises the class is divided into groups (see 5.10.). Exercise can also be included in some theoretical subjects.

Practical training and apprenticeships, work or artistic practice takes place at school or at středisko praktického vyučování (or other type of school facilities) or at the workplaces of individuals or companies. Practical training is carried out regularly (one week of theoretical and one week of practical teaching alternate), work or artistic practice in weekly blocs.

Střední školy may organize, in accordance with curricular documents, ski educational-training trips, sports courses or sight-seeing trips and other activities related to a school's educational role.

Alternative paths of education are more often applied at the compulsory level of education (at some multi-year gymnázia). Some střední školy use components of Waldorf pedagogy, two of which offer the Waldorf lyceum course.

The minimum material equipment for a school is set by curricular documents, and health and safety requirements are set by the decree of the Ministry of Health. There are no specific requirements as to teaching aids, the school head decides on their selection, which must however be adequate to the needs of pupils. In the Bulletin of the Ministry of Education, Youth and Sports and on the Internet, the Ministry of Education publishes the List of textbooks and teaching texts approved by an approval clause on the basis of an assessment as to whether they comply with educational objectives stipulated in the Education Act, in curricular documents and legal regulations. Schools may also use other textbooks and teaching texts unless these are contrary to these educational objectives. A school head decides on the use of textbooks and teaching texts, the pupils cover the cost themselves (for exceptions see 5.9.).

In 2006/07, almost all schools were equipped with computers, and the majority of these were connected to the Internet (for more details see 7.1.).

There are no regulations relating to pupils' homework.

Legislation: Decree of the Ministry of Health in agreement with the Ministry of Education, Youth and Sports and the Ministry of Labour and Social Affairs on sanitary standards in institutions and facilities for education of children and youth

Bibliography: Rychlá šetření 2005

5.15. Pupil Assessment

Střední školy and conservatoires use both continuous assessment and final assessment of pupils within school report. There are no exams at the end of a year or any nation-wide testing of the pupils' performance. For information about assessment of pupils at the lower level of gymnázia (see 4.12.).

Decree now in force states that the rules of assessment of educational outcomes of pupils are part of a school's School Code and are based on framework and school educational programmes (or on current educational documents). Rules of assessment are approved by the školská rada. When pupils with special educational needs are assessed, their type of disability or disadvantage is taken into consideration.

According to a Rapid Polling survey in 2005 (for details see 9.5.4.), in which more than one third of the střední školy took part, almost all schools use the 1-5 marking scale in continuous assessment, half of all schools use points/percentage assessment, almost a quarter of schools use verbal assessment and 14% of schools use pupils' ranking within the class. Schools most often use marking (23% of schools) or a combination of marking, points/percentage and verbal assessment (18.5% of schools).

The results of a pupil's education are assessed each term and may be expressed by a mark, a verbal assessment, or by a combination of both. If marks are used, a pupil's educational results in the individual subjects are assessed according to the following grades:

- 1 – excellent,
- 2 – very good,
- 3 – good,
- 4 – satisfactory,
- 5 – failed.

If it is not possible to assess a pupil, the expression "not assessed" is used. If he/she was excused from the class (e.g. for health reasons), the expression "excused" is used.

In day education, a pupil's conduct is also assessed, by means of the following grades:

- 1 – very good,
- 2 – satisfactory,
- 3 – unsatisfactory.

The overall assessment of a pupil is expressed on his or her report as follows:

- passed with distinction if the mark for any compulsory subject or its verbal assessment translated into a mark is no worse than 2 – very good, the average results in compulsory subjects are at most 1.5, and his or her conduct is assessed as very good. In the Art and Applied Art courses, specialised subjects must also be assessed as 1 – excellent,
- passed if no compulsory subject has received a mark or a verbal assessment translated into a mark of 5 – failed,
- failed if the mark for any compulsory subject or its verbal assessment translated into a mark is 5 – failed or if a pupil is not assessed in some subject at the end of the second term.
- not assessed if it is not possible to assess pupil in some subject at the end of the first term or on a alternative date.

Various measures are used to reinforce discipline. A school head, class teacher or a teacher of practical training can in certain specified cases give a formal praise or another form of appreciation, a warning or reprimand in the case of a violation of the School Code. A school head may decide expel or conditionally postponed expel of a pupil from the school.

Bibliography: Rychlá šetření 2005

5.16. Progression of Pupils

Only those pupils who receive a "pass" or a "pass with distinction" in their report at the end of the second term may proceed to the next year.

On a written request, the school head may permit a pupil who failed or could not be assessed at the end of the second term, to repeat a year (if the pupil is still completing their compulsory school attendance – see 4.13.). A pupil who has completed their compulsory school attendance may interrupt their education with the prior consent of school head, for a period of no longer than two years.

In the case of an exceptionally gifted pupil, school heads may, at the request of their legal guardian, transfer that pupil to a upper year without their completing the previous year. The transfer is conditional on their passing examinations relating to the syllabus (or the part of the syllabus) of the year the pupil does not complete.

5.17. Certification

Studies in střední školy is completed

- by the závěrečná zkouška in the courses of the střední vzdělání and the střední vzdělání s výučním listem and in shortened study for acquiring the střední vzdělání s výučním listem (see 5.17.2. and 5.17.3.) or
- by the maturitní zkouška in the courses of the střední vzdělání s maturitní zkouškou, in the nástavbové studium and in shortened study for acquiring the střední vzdělání s maturitní zkouškou (see 5.17.1. and 5.17.2.).

Studies at conservatoires are completed by an absolutorium at conservatoires (see 5.17.5.), and possibly by a maturitní zkouška (see 5.17.2.).

All exams test how far pupils have achieved the educational objectives of their course, especially the level of key knowledge, skills and attitudes of pupils, which are important for their further education or performing an occupation or specialised activities.

The maturitní zkouška is a prerequisite for admission to a vysoká škola or a vyšší odborná škola. An absolutorium at a conservatoire is sufficient for admission to arts courses at a vysoká škola.

After passing the examination, pupils receive certificates which gives the marks for each exam, an overall assessment of the examination and a statement of the level of education achieved. In courses leading to the výuční list, pupils receive this výuční list in addition. These documents are issued by schools, which are responsible for the content and organisation of examination.

The new Education Act has introduced a new structure of the maturitní zkouška, it stipulated two parts – common (state) and profile (school). From the 2009/10, resp. 2011/12 school year pupils should complete their studies in accordance with this (for more see 5.2.). A central assignment will in future also be used in courses of the střední vzdělání s výučním listem.

The content, terms and assessment of examinations are described in the following sections.

5.17.1. General education - courses with maturitní zkouška

By passing the maturitní zkouška this pupils reach the střední vzdělání s maturitní zkouškou (ISCED 3A). The certificate of education acquired is the report on the maturitní zkouška. Pupils can take a maturitní zkouška as soon as they have successfully completed the last year of studies but no later than 5 years after completing their studies.

A maturitní zkouška in the general courses (gymnázia courses) consists of examinations in Czech language and literature, a foreign language and two other optional subjects. It is possible to take an exam in another subject voluntarily. If pupils specialise in mathematics or mathematics and physics, mathematics is one of the examined subjects; if they are focused on programming it is either mathematics or programming.

Optional subjects are stipulated by a school head, with the above exceptions, and each pupil must choose their optional subject by December. The prerequisite for a subject to become an optional subject in a maturitní zkouška is that it accounts for at least four hours out of the total weekly number of hours in a timetable during studies. Other rules are that exams can be taken in no more than two foreign languages, and an exam in physical education can be taken in sport training or physical education courses.

The maturitní zkouška is oral. Exams in some subjects have also written sections, in Czech language and literature always, in mathematics only if it forms an obligatory part of a maturitní zkouška and in foreign languages if the school head stipulates it. The written part lasts for a maximum of 240 minutes and the themes/problems are set by the school head. 25-30 themes are set for the oral exam and pupils choose one of them by lot. An oral exam lasts 15 minutes, with a further 15 minutes of preparation. Where a graphic solution is required the preparation can be extended by a further 15 minutes.

The written part of examination takes part in April, the date is set by school head. Oral exams take part between the second full week of May and 15 June at the latest. Pupils do not attend classes for 5 teaching days before the oral examination.

The maturitní zkouška is assessed by a board. The board consists of a chairman, a deputy chairman and a class teacher (standing members), a teacher of the examined subject and an observer. The chairman is a teacher from another střední škola appointed by a regional authority, the remaining members are appointed by the school head. Marks for individual exams are proposed by examiners and agreed by the board by vote. They are given on a five-point scale. The written exam, if this was part of the examination in the subject, accounts for at least one third of the total mark. The examination board marks the whole maturitní zkouška using the following scale:

a) passed with distinction, if no mark is worse than 2 and the average is no higher than 1.5;

b) passed if no mark is worse than 4,

c) failed if one of the marks is 5.

The mark for a voluntary exam is not included in the general assessment. If pupils fail in one subject, they can repeat the exam in this subject. If they fail in more than one subject, they can repeat the whole examination.

Legislation: Decree of MEYS on leaving the secondary schools and vocational schools

5.17.2. Vocational education - courses with maturitní zkouška

Pupils who pass the maturitní zkouška acquire the střední vzdělání s maturitní zkouškou (ISCED 3A, or in post-secondary education ISCED 4A). The certificate of the education acquired is the report on maturitní zkouška. Pupils can take the maturitní zkouška as soon as they have successfully completed the last year of their studies and at the latest up to 5 years after finishing. Pupils in conservatoires take a maturitní zkouška earliest after fourth year of study, in the course of Dance after eighth year of study.

The maturitní zkouška in vocational courses of the střední školy consists of examinations in Czech language and literature, in an optional subject, theoretical exams in specialised subjects and a practical exam in specialised subjects / practical training.

The maturitní zkouška in Art and Applied Art courses at the střední škola consists of examinations in Czech language and literature, in a foreign language, in history of art and visual culture and an examination in specialised subjects. The examination in the specialised subject is divided into a practical exam including an oral defence of a piece of work on an assigned theme and an oral exam in specialised subjects related to the field of study.

The maturitní zkouška in conservatoires consists of examinations in Czech language and literature, in an optional subject and an exam in specialised subjects which has both theoretical and practical parts. The practical exam in specialised subjects can take the form of a public performance.

Theoretical exams in specialised subjects, practical exams in specialised subjects or in practical training and optional subjects are stipulated in an educational programme. The concept and content of the exams are determined by a school head. Only those subjects which make up at least 4 hours of the timetable per week for the whole study can be considered as optional subjects.

The maturitní zkouška is an oral exam with the exception of a written exam in Czech language and literature and a practical exam in vocational training or specialised subjects. The written exam in Czech language and literature lasts for a maximum of 240 minutes and pupils choose one of four topics set by the school head. 25-30 topics are set for oral exams and pupils choose one of them by lot. An oral exam lasts 15 minutes, with a further 15 minutes of preparation. The exam can also include graphic or written solutions.

The number of topics for a practical exam is determined by a school head. If there is more than one topic, pupils choose one of them by lot. The practical exam lasts at the most for three days; in Art and Applied Art courses between 2 and 4 weeks, in conservatoires a maximum of 3 days. The practical exam can last for no more than 7 hours in a day.

The written part of the examination takes part in April. Oral exams take place between the second full week of May and 15 June at the latest. Practical exams take place before the oral ones, first on 15 June. Pupils do not have classes for 5 teaching days before the oral or practical examinations.

Assessment of a maturitní zkouška – see 5.17.1.

Legislation: Decree of MEYS on leaving the secondary schools and vocational schools

5.17.3. Vocational education - courses with výuční list

To acquire the střední vzdělání s výučním listem (ISCED 3C, or in post-secondary education ISCED 4C) it is necessary to pass a závěrečná zkouška. The certificate as to the education acquired is the report on the závěrečná zkouška and výuční list. A pupil may take a závěrečná zkouška if he/she has successfully completed the last year of secondary education, but no later than within five years of completion of the last year of education.

The topics, content, form, concept and dates of examinations are laid down by the school head in compliance with the curricular documents. The examination consists of individual separately assessed examinations, which take place in the following order: written examination, practical examination in practical training, oral examination.

For the written examination, the school head sets at least 3 topics, from which the examined pupil chooses one. The written examination lasts no more than 240 minutes.

The number of topics of the practical examination is determined by the school head. If more than one topic is set, the pupil draws one. The practical examination lasts no more than 3 days; in educational Art and Applied Art courses, the practical examination lasts between 2 and 4 weeks. The practical exam can last for no more than 7 lessons in one day.

For the oral examination, the school head sets 25-30 topics, from which the examinees draw one. An oral exam lasts 15 minutes, with a further 15 minutes of preparation. The examination can also include a written or graphic solution.

The závěrečná zkouška takes place in the month of June on dates determined by the school head. Prior to the commencement of an oral examination or a practical examination pupils do not attend lessons for a period of four days.

The závěrečná zkouška is taken before a board. The examining board consists of the chairman, vice-chairman, and the class teacher of the examined pupils (permanent members) and the teacher of practical training, the teacher of vocational subjects, and an expert practitioner.

The chairman of the examining board is a teacher from another school appointed by the Regional Authority, the other members are appointed by school head of the střední škola. The examination board decides on the grades assessment of pupils in individual examinations by voting on the proposals of members of the board. Marks are given on a five-point scale. The overall assessment of a pupil at the závěrečná zkouška is carried out by the examining board on the following scale:

a) passed with distinction if the average grade of the pupil at the závěrečná zkouška is not higher than 1.5,

b) passed if pupil receives in no part of the závěrečná zkouška a grade 5 – failed

c) failed if the pupil's performance in any part of the závěrečná zkouška is assessed as grade 5 – failed

In the event that a pupil fails a part of the závěrečná zkouška, he/she may resit that part, although not more than twice in the case of each examination.

Legislation: Decree of MEYS on completion of education in upper-secondary schools in the form of final examination, and on completion of education in the conservatoires in the form of absolutorium

5.17.4. Vocational education - other courses

To acquire střední vzdělání (ISCED 2C or 3C) it is necessary to pass a závěrečná zkouška. The certificate of the education acquired is the report on the závěrečná zkouška. A pupil may take a závěrečná zkouška if he/she has successfully completed the last year of secondary education, but not later than within five years of completing the last year of education.

The topics, content, form, concept and dates of examinations in courses of střední vzdělání are laid down by the school head in compliance with the curricular documents. The examination consists of practical examinations of vocational subjects and theoretical examinations of vocational subjects.

The practical examination takes place before the theoretical examination. For the practical examination, the school head sets 3-5 topics, from which one is drawn for a group of pupils set by the school head. The practical examination lasts no more than 240 minutes.

The theoretical examination of vocational subject is oral. The school head sets 20-30 topics, from which the pupil draws one. If specified in the curricular documents, the examination can be divided into two separately assessed marked examinations. An oral exam lasts 15 minutes, with a further 15 minutes of preparation. The examination can also include a written or graphic solution.

For information about the assessment and the terms of závěrečné zkoušky see 5.17.3.

Legislation: Decree of MEYS on completion of education in upper-secondary schools in the form of final examination, and on completion of education in the conservatoires in the form of absolutorium

5.17.5. Conservatoires

Education in courses of conservatoire is usually completed by absolutorium at the conservatoire. By passing this examination, a pupil acquires a vyšší odborné vzdělání at a conservatoire (ISCED 5B). This type of education allows access only to artistic courses at a vysoká škola. Graduates of a conservatoire must pass the maturitní zkouška to be admitted to other courses at a vysoká škola or vyšší odborná škola (see 5.17.2.). A pupil may take an absolutorium at conservatoire not later than five years after completing their education.

A pupil may take an absolutorium at conservatoire if he/she has successfully completed the last year of education and:

- successfully passed a final examination in front of an examination board in Czech language and literature and the history of the field he/she has studied, or a maturitní zkouška within a six-year programme;
- successfully passed a final examination in front of an examination board in Czech language and literature and a foreign language, or a maturitní zkouška within an eight-year programme.

The absolutorium at conservatoire consists of a theoretical examination composed of vocational subjects specified by the curricular documents, an examination in a foreign language, a graduate thesis and its defence, and a graduate performance in one or two principal artistic branches, or an examination in artistic and pedagogical preparation if so stipulated by the curricular documents. In dance courses it consists of a theoretical examination in vocational subjects specified by the curricular documents, a graduate thesis and its defence, a graduate performance, and an examination in artistic and pedagogical training.

The content of individual parts is laid down by the school head. For the theoretical examination in specialised subjects, the examination in artistic and pedagogical training, and for the examination in a foreign language, between 25 and 30 topics are set, out of which the pupil draws one. The topic for the graduation performance and the final thesis are given to each pupil by the school head. Preparation for each examination lasts no less than 20 minutes, each examination lasts no more than 30 minutes, or 15 minutes for an examination in a foreign language.

The graduation performance can take place no earlier than 10th February and the other examinations are held in June. Prior to commencement of the absolutorium at conservatoire, pupils do not attend school lessons for a period of five days.

An absolutorium at a conservatoire is held in front of an examination board. The chairman of the examination board must be a teacher from another conservatoire or a vysoká škola. The vice-chair and members of the examination board are appointed by the school head. Members of the examination board are the supervisor of the graduate thesis, the supervisor of the graduate performance and an opponent. Marks for a pupil in individual exams are proposed by the individual examiners, supervisor of the graduate thesis or the supervisor of the graduate performance on the following scale:

- 1 – excellent,
- 2 – very good,
- 3 – good,
- 4 – failed.

The overall assessment of a pupil's performance is carried out by the examining board on the following scale:

- passed with distinction if the overall average mark of the pupil is not higher than 1.5, his or her graduation performance is assessed with the grade 1 – excellent, and the pupil have gained no grade worse than 2 – very good,
- passed if the overall average mark is higher than 1.5 and no part of the absolutorium at conservatoire has been assessed as grade 4 – failed,
- failed if the pupil in any section has been assessed as grade 4 – failed.

If a pupil fails or has not successfully defended his/her graduate thesis, he/she is permitted to resit the exam or repeat the defence of his/her graduate thesis on a date specified by the examination board. A repeat examination and repeat defence may be taken twice.

Legislation: Decree of MEYS on completion of education in upper-secondary schools in the form of final examination, and on completion of education in the conservatoires in the form of absolutorium

5.18. Educational/Vocational Guidance, Education/Employment Links

Educational and career guidance and social pathological prevention at schools is provided by the výchovný poradce and school prevention specialist, or also the school psychologist or special needs teacher. For more see 4.15.

Educational and psychological guidance for pupils with higher failure rate or with possible personal and social development problems is provided by a network of the pedagogicko-psychologická poradna. This facility also provides services to parents and teachers who educate these pupils. Guidance for education of pupils with health disabilities or disadvantage is provided by the speciálně pedagogické centrum. For more see 10.6.10.1.

On the basis of a governmental decision (Measures Taken to Increase the Employment of School Leavers) issued in April 2000, a topic, Introduction to the World of Work, became a component of curricular documents of all střední školy in the 2001/2002 school year. It is not a separate subject but a whole system of topics included in existing subjects (e.g. the basics of social sciences and geography in gymnázium courses, and civic education, vocational subjects and vocational training/practice in vocational courses). The Introduction to the World of Work should help pupils to obtain the knowledge and skills that will enable them to successfully enter the labour market and take decisions on their further professional and educational pathways. They should also learn how to present their own views and qualities, obtain knowledge on the duties and rules of employer and employees and learn about the institutions, which can help them to enter the labour market.

In the framework educational programmes (FEPs) an educational area (for gymnázium) and cross-curricular themes (for vocational courses) Man and the World of Work is inserted. The FEPs also require the gymnázium leavers to have entrepreneurship competences and leavers of vocational courses to have competences to entre a labour market and carry out business activities.

Guidance is provided to pupils or people interested in study also by the Centre for Career Guidance which is a part of the National Institute for Technical and Vocational Education (for more see 2.6.1.). This Institute issues number of publications analysing school leavers' success in the labour market and every year handbook Which school to choose – střední školy in the Czech Republic and Which school to choose – vyšší odborné školy in the Czech Republic. In the near future they will be replaced by the Internet portal www.infoabsolvent.cz. This integrated Information System on School Leavers' Success on the Labour Market (ISA) was created within a system project of the Ministry of Education, Youth and Sports with support of the European Social Fund. The project is developed by the National Institute for Technical and Vocational Education and The Educational and Psychological Counselling

Institute of the Czech Republic (for more see 10.6.10.1.). On the website an interested person finds a short description of every course at the střední školy, conservatoires and vyšší odborné školy, job opportunities, information on unemployment, basic documents and schools offering the particular course. For higher education there is only an information on the vysoké školy which offer this course. Searching is possible by a profession – there is a characteristics of every position, activities performed, list of courses in which it is possible to attain necessary qualification, average month income, and other information. Web pages contain also advice for career choice and in case of difficulties in the study contacts to specialists in pedagogicko-psychologické poradny, the Career Guidance Centre, labour offices and the Information Youth Centre (a part of the National Children and Youth Institute, see 2.6.1.). Establishment of school guidance centres at 110 schools is an important part of the system project. School psychologist or/and school special educator, výchovný poradce and school prevention specialist are those who will work in them. The centres are founded within the project by the Educational and Psychological Counselling Institute.

Vysoké školy organise Open Days during which the prospective students and their family members find out about the institutions and the way the studies are organised.

The Centre for Higher Education Studies based in Prague ensures that the study programmes offered for the following academic year are published in advance on the Internet. The relevant offer of study programmes is also available in the professional press.

Applicants may also get the necessary information from an annual fair of post-secondary education options called GAUDEAMUS.

Unemployment of střední škola leavers reflects the overall level of unemployment and the economic situation in the country. On one hand the school leavers have gained much positive knowledge and numerous skills, but on the other they are disadvantaged in some ways compared to the rest of the population, especially by a lack of experience. Lately there has been a decrease in the year on year unemployment rate of střední škola leavers.

In the long term, the lowest unemployment rate is among the new school leavers of gymnázium courses, followed by the school leavers of vocational courses completed by the maturitní zkouška exam – type M and the highest rate is among the new school leavers from courses leading to výuční list and courses completed with maturitní zkouška – type L (for more statistical information see 5.21.5.). It is necessary to take into account that this is the ratio of new leavers who are registered as job seekers at labour offices to all new leavers of the particular level of education, including those who continue their studies or those who do not seek job. The proportion of those who continue their studies is high for leavers of gymnázium courses and vocational courses leading to the maturitní zkouška exam (almost three fifths of leavers continue their studies at tertiary level). On the contrary, leavers without a maturitní zkouška who do not therefore have the possibility to continue at tertiary level usually move into or seek to move into the labour market, although some of them continue their studies at post-secondary level.

In addition, the number of unemployed among these leavers has shown a distinct drop year on year. The difference in unemployment between courses of category E and H (see 5.11.) is also evident, for courses E – for pupils with mild mental disability – the unemployment rate is much higher (almost one fifth).

With respect to the success of leavers of all types of střední škola on the labour market, the best situation is in Prague, but is the worst in the Moravskoslezský and Ústecký regions. In terms of field of study, the lowest unemployment rates are for leavers of health care courses.

Including practical training and work practice in companies into timetables of střední škola facilitates contacts between pupils and employees and thus influences decision on entry into employment.

Legislation: MEYS Decree on providing guidance in schools and school guidance facilities

Bibliography: Nezaměstnanost absolventů škol se středním a vyšším odborným vzděláním - 2007
Bibliography: Uplatnění absolventů škol na trhu práce 2006

5.19. Private Education

The distribution of private and denominational schools is unequal in terms of types of schools as well as geography and fields of study.

The highest number of non-public schools is among the vyšší odborné školy (one third). Private schools play an important role in upper secondary education (less than one quarter of schools) and in courses of vyšší odborné vzdělání (more than one quarter of schools). There are far fewer denominational schools, and the highest proportion of these is among the vyšší odborné školy and schools with gymnázium courses. These schools are generally small institutions. For detailed statistic information on the number of private and denominational schools and their pupils (in per cent) see chapter 2.9.2.

The highest number of private and denominational schools is in Prague, this is the most considerable for střední školy.

As far as various fields are concerned, in addition to general secondary education economic studies, often oriented towards business and ICT studies are frequently offered.

The following is an outline of the history, legislation and principles of funding of private and denominational schools from mateřská škola to vyšší odborná škola. The chapters describing other educational levels explain only specific conditions concerning these levels, see chapters 2.6.4.1., 3.14. , 4.16., and 6.17.

Bibliography: Statistická ročenka školství 2006/2007. Výkonové ukazatele

5.19.1. Historical overview

The amendment of the previous School Act in 1990 made it possible to establish private and denominational schools. The objective was primarily to offset the imbalance between supply and demand for secondary education in terms both of the number of educational opportunities and its structure. It became possible to establish any kind of school and educational establishments except for vysoké školy. The establishment of private vysoké školy was not allowed until the Higher Education Act was passed in 1998 (see 6.17.2.).

Private and denominational schools enjoy very favourable conditions due to the liberal regulations dealing with their establishment and to the fact that the government provides them with financial support comparable to that for public schools.

Churches recognised by the state and religious communities registered by state bodies can establish denominational schools.

Private schools could initially be established by a physical or legal entity and no legal format was prescribed, with various legal forms defined by Commercial Code. 1995 amendments of acts made the requirements for private and denominational schools more stringent:

- Since 1 July 1997 schools have to be legal entities; they must act in their own name in legal relations, which means that they cannot be an organisational part of their founding body.
- In the framework of new procedures dealing with the registration of the institutions, the conditions under which private and denominational schools and school facilities can be accredited were made more rigid and new conditions for their exclusion were defined for the first time. Until 1995 the conditions for the registration of a school on the register were of a formal nature, but a school must now include in its application to the Register of Schools and School Facilities a description of staffing, management and financing, information on the proposed maximum number of pupils, the view of relevant Regional Authority for the establishment of the střední škola or vyšší odborná škola, or the view of relevant municipality for základní školy.

5.19.2. Specific legislative framework

The 2004 Education Act does not contain the term private school, but mentions on individual school founders. The schools usually called private are those established by any legal or natural person other than the state, region, municipality or registered church. Denominational schools are those established by a registered church or denominational association which were authorised to establish schools.

The Act sets rules for establishment, registration and closing down of private and denominational schools. In time of their establishment, private schools have chosen one of legal forms which were offered by the Commercial Code. Since 1995 they could also have a form of a public benefit corporation. The 2004 Education Act introduced a new legal status – school legal entity; state, public as well as private schools and school facilities can have this status (for more see 2.6.4.1.). Nowadays this possibility is used mainly by churches; most of denominational schools have this legal status. Conditions for the establishment and activity of denominational schools are further set up by the Act on Churches and Denominational Associations.

Education received in private and denominational schools that are on the Register of Schools and School Facilities (see 4.16., 5.17. and 6.15.1.) is equivalent to education received in corresponding public schools. Inclusion of the institution on the Register of Schools and School Facilities is a prerequisite for any application for state funding.

The funding procedure for denominational schools is set up in the Education Act. According this law provision of denominational schools and school facilities is funded on an equal basis with schools established by the Ministry of Education, Youth and Sports with the exception of expenditures to acquisition or betterment of long-lasting assets if these are not teaching aids.

The principles of funding of private schools are set, in addition to the Education Act, by the Act on Subsidies for Private Schools and Pre-school and School Facilities.

Legislation: Act on providing subsidies to private schools, pre-school and school establishments
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

5.19.3. Financing of private schools

Funding of private and denominational schools differs in legislation (see 5.19.2.).

Private schools and school facilities receive subsidies from the state budget through regions. The subsidy is intended for non-investment expenditures related to education and for financing of current operational non-investment expenditures (which in case of public schools is covered by the school founder – a region or a municipality). These funds are allocated on the basis of a contract signed by the regional authority for the relevant calendar year. The contract specifies the educational activities for which the subsidies are allocated, their extent (number of pupils) and the percentage of per capita amount. Per capita amounts of private schools, which are set for various courses and forms of education, duration of operational hours and school size, is set annually by the Ministry of Education, Youth and Sports (MEYS) on the basis of the Act on providing subsidies to private schools. Increases per pupils with special educational needs are also set. Capital expenditure of private schools is covered by the founder.

If a school fulfils the basic conditions which are registration on the Register of Schools and School Facilities and other administration terms set in the contract, including a statement of account of the previous subsidies, the annual report of school activity and the school management report and information on their discussion, it receives the basic subsidy. If a school fulfils other conditions, it can apply to the regional authority for increased subsidies. The conditions for increased subsidies are as follows: the school has already acquired the subsidies for one year, the last evaluation by the Czech School Inspectorate is average or better; the school is a public benefit corporation or school legal entity (in the case of other legal form) and it undertakes to spend all profits on education and operation.

The subsidies are allocated as a product of percentage share of per capita amount set in the contract and the real number of pupils in a school year. The MEYS transfers the resources quarterly to the regions, which allocate them to individual schools.

Basic and increased subsidies in per cent share from the formula funding for private schools:

Type of school	Basic subsidies (%)	Increased subsidies (%)
Mateřské školy	60	100
Základní školy	60	100
Střední školy	60	90
Vyšší odborné školy	60	90
Speciální školy* and střední školy providing střední vzdělání	80	100
Other schools and educational establishments	50	80
Facilities of institutional education	80	100

* I.e. schools which organise educational programmes for children, pupils and students with health disability and the základní škola speciální.

Glossary terms used in Table: mateřské školy, základní školy, střední školy, vyšší odborné školy, střední vzdělání, základní školy speciální

Private základní školy and mateřské školy which are normally established by municipalities, can ask the municipality (the union of municipalities) for other subsidy to cover non-investment expenditures. Similarly also the regions which are normally founders of the střední školy supplement a central subsidy by other means if the private school is successful in providing field of study required by the labour market.

In general, private schools collect fees, the level of which depends on the complexity of the field of study, the technical equipment of schools and the economic situation of individual regions (e.g. there is a difference between fees in Prague and in the country).

Denominational schools and school facilities are funded directly by the MEYS by the same per capita amounts as private schools, thus the subsidy does not cover resources for maintenance of the property in possession of the founder. Compared to the private schools, some denominational schools and school facilities receive an increased part of per capita amount for operational expenditures. The MEYS breaks down the funds for individual schools directly and transfers them quarterly to schools (without intermediation by regions).

Denominational schools can also charge fees, but usually they do not (except for vyšší odborné školy see 6.7.1.).

Legislation: Act on providing subsidies to private schools, pre-school and school establishments
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

5.20. Organisational Variations and Alternative Structures

Evening, distance and e-learning courses (or their combination) in střední školy can be seen as organisational alternatives, and their organisation is described in chapter 7.

In multi-year gymnázium the course Gymnázium with the teaching of selected subjects in foreign languages (CLIL type, so-called bilingual gymnázium) can be established. Study in these classes lasts six (or eight) years (see 5.11.) and the language of instruction is Czech and a foreign language (in the 2007/08 school year it could be Spanish, German, French, Italian or English). In relation to the curricular reform the specialised courses at gymnázuim will be abolished (see 5.11.). For six-year

bilingual gymnázium a separate framework educational programme (FEP) and course is being prepared since 2007. Within the pilot project schools develop their own school educational programme (SEP); the instruction based on it will start in 2009/10 in the first year. After six years of testing the pilot version of the FEP will be adjusted and in the year 2015 the definitive version and the new course should be approved.

Under the new Education Act of 2005 the Ministry of Education, Youth and Sports can authorize any school (based on the application) to teach selected subjects in a foreign language in all years if personnel and other conditions are fulfilled. Two eight-year bilingual gymnázia (until now an independent course) teach in the first year from 2007/08 according their SEPs developed on the basis of the 2004 Framework Educational Programme for Basic Education (see 4.10.1.), they will develop the part for upper level on the basis of the 2007 Framework Educational Programme for Gymnázium (see 5.13.1.3.).

Alternative structures are emerging especially in vocational education or on its initiative, where the incentive is links between training and the labour market. Curricula may vary, with the level of school autonomy playing an important role.

The EU program PHARE – VET has been a strong impetus for the development of vocational education and training, see 11.1.

An alternative for purely academic education and vocational training is represented by Lycea, but there are not many of them. Following courses are available: Technical lyceum, Economics lyceum, Pedagogical lyceum, Waldorf lyceum, Health care lyceum and Natural sciences lyceum (see 5.11. and 5.13.2.).

5.21. Statistics

Please refer to the subdivision for more details.

Bibliography: Statistická ročenka školství 2006/2007. Výkonové ukazatele
Bibliography: Vývojová ročenka školství v České republice 2001/02-2006/07

Institutions: Institute for Information on Education

5.21.1. Number of pupils of secondary schools and conservatoires by level of education

Number of pupils of střední školy **and conservatoires by level of education – day form of education, including schools established for pupils with special educational needs**

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Number of pupils of střední školy without pupils of lower secondary level	488 707	494 593	497 482	498 279	498 910	498 805	491 111
Total number of pupils of střední školy	531 151	536 515	539 741	540 793	542 024	541 770	533 940
pupils of fields of:							
- střední vzdělání s maturitní zkouškou (general – gymnázium)*	137 004	141 560	142 449	142 647	143 758	145 450	145 447
- at lower secondary level	42 444	41 922	42 190	42 514	43 114	42 965	42 829
- at upper secondary level	94 560	99 638	100 259	100 133	100 644	102 485	102 618
- střední vzdělání s maturitní zkouškou (vocational)**	219 188	221 872	227 401	233 895	239 392	244 106	244 390
- střední vzdělání s výučním listem***	154 680	150 776	145 860	140 470	135 159	129 551	122 049
- střední vzdělání***	3 034	2 640	2 547	2 374	2 296	1 852	1 692
- nástavbové studium	17 245	19 667	21 415	21 407	21 419	20 722	20 232
- shortened study for acquiring střední vzdělání s maturitní zkouškou	x	x	x	x	x	73	44
- shortened study for acquiring střední vzdělání s výučním listem	x	x	x	x	x	16	86
Number of pupils of conservatoires	3 319	3 366	3 371	3 366	3 335	3 459	3 411

Source: Institute for Information on Education

* Under the previous regulations úplné střední vzdělání (full secondary education).

** Under previous regulations úplné střední odborné vzdělání (full secondary vocational education).

*** Under previous regulations střední odborné vzdělání (secondary vocational education).

Glossary terms used in Table: střední vzdělání s maturitní zkouškou, gymnázium, střední vzdělání s výučním listem, střední vzdělání, nástavbové studium

5.21.2. Distribution of pupils of střední školy and conservatoires by level of education

Distribution of pupils of střední školy and conservatoires by level of education – only day form of education, including schools established for pupils with special educational needs

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Proportion of pupils of střední školy (without lower secondary level) to the population cohort 15-18	91.4%	93.3%	94.2%	95.5%	95.9%	96.2%	96.5%
pupils of fields of:							
- střední vzdělání s maturitní zkouškou (general – gymnázium)*	17.7%	18.8%	19.0%	19.2%	19.3%	19.8%	20.2%
- střední vzdělání s maturitní zkouškou (vocational)**	41.0%	41.8%	43.0%	44.8%	46.0%	47.1%	48.0%
- střední vzdělání s výučním listem***	28.9%	28.4%	27.6%	26.9%	26.0%	25.0%	24.0%
- střední vzdělání***	0.6%	0.5%	0.5%	0.5%	0.4%	0.3%	0.3%
- nástavbové studium	3.2%	3.7%	4.1%	4.1%	4.1%	4.0%	4.0%
- shortened study for acquiring střední vzdělání s maturitní zkouškou	x	x	x	x	x	0.01%	0.0%
- shortened study for acquiring střední vzdělání s výučním listem	x	x	x	x	x	0.0%	0.1%
Proportion of pupils of conservatoires to the population cohort 15-18	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.7%

Source: Institute for Information on Education

* Under the previous regulations úplné střední vzdělání (full secondary education).

** Under previous regulations úplné střední odborné vzdělání (full secondary vocational education).

*** Under previous regulations střední odborné vzdělání (secondary vocational education).

Note: Data on number of pupils relate to the population of 15-18 age which is typical for upper secondary education as a whole: almost 70% of population pass four-year education. The study of fields for attaining střední vzdělání and střední vzdělání s výučním listem is shorter (1-3 years, the 3 year education prevails). On the contrary nástavbové studium and shortened study are attended solely by 18-year olds and older pupils and study at conservatoire partially involve the population older than 18.

Glossary terms used in Table: střední vzdělání s maturitní zkouškou, gymnázium, střední vzdělání s výučním listem, střední vzdělání, nástavbové studium, střední školy

5.21.3. General education

General education (gymnázia) – day form of education, including schools established for pupils with special educational needs

-	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Pupils in total	141 560	142 449	142 647	143 758	145 450	145 447
in which pupils in						
- four-year programme of gymnázium*	52 905	54 208	56 359	57 684	59 617	59 437
- multi-year programme of gymnázium**	88 655	88 241	86 288	86 074	85 833	86 010
Pupils at lower secondary level	41 922	42 190	42 514	43 114	42 955	42 829
Schools	343	348	345	354	361	373

Source: Institute for Information on Education

* Till 2004/2005 including five-year programmes which have not still expired.

** Eight- or six-year fields of gymnázia.

5.21.4. School leavers of secondary schools and conservatoires

Graduates of střední školy **and conservatoires by acquired level of education (day form of education)**

	2002/03	2003/04	2004/05	2005/06	2006/07
Total number of graduates of střední školy	124 078	123 048	126 270	124633	122 239
Graduates of střední školy, who acquired:					
- střední vzdělání s maturitní zkouškou*	78 318	80 057	84 646	85 357	85 764
in % of all graduates	63.12	65.06	67.04	68.48	70.16
- in upper secondary education (3A)	71 058	71 764	75 831	77 051	77 622
- general education (gymnázia)	23 659	24 694	25 309	24 001	24 193
- vocational education	47 399	47 070	50 522	53 050	53 429
- in postsecondary education** (4A)	7 260	8 293	8 815	8 306	8 142
- střední vzdělání s výučním listem***	45 760	42 991	41 624	38 559	35 822
- in upper secondary education (3C)	44 901	42 283	40 772	38 554	35 802
- in postsecondary education**** (4C)	x	x	x	5	20
- střední vzdělání (2C/3C)	859	708	852	717	653
Graduates of conservatoires – vyšší odborné vzdělání at conservatoires (5B)	415	432	390	427	425

Source: Institute for Information on Education

* Under previous regulations úplné střední vzdělání (full secondary education) or úplné střední odborné vzdělání (full secondary vocational education).

** Nástavbové studium or shorten study for acquiring střední vzdělání s maturitní zkouškou.

*** Under previous regulations střední odborné vzdělání (secondary vocational education) and nižší střední odborné vzdělání (lower secondary vocational eductaion).

**** Shortened study for acquiring střední vzdělání s výučním listem.

Glossary terms used in Table: střední vzdělání s maturitní zkouškou, gymnázia, střední vzdělání s výučním listem, střední vzdělání, vyšší odborné vzdělání, nástavbové studium

5.21.5. Unemployment of school leavers of day form of education of střední školy

Unemployment of school leavers of day form of education of střední školy in April 2007

Acquired education	Total number of school leavers (past 2 years)	Number of unemployed school leavers (April 2006)	Unemployment rate (in %)
Total number of střední školy	124276	11645	9,4
Střední vzdělání	338	34	10,1
- courses – type D (praktická škola)**	133	27	20,3
- courses – type J**	205	7	3,4
Střední vzdělání s výučním listem	38559	3171	8,2
- courses – type E (former odborná učiliště)**	4403	759	17,2
- courses – type H (former střední odborná učiliště)**	34156	2412	7,1
Střední vzdělání s maturitní zkouškou in total	85379	8440	9,9
- střední vzdělání s maturitní zkouškou – general courses (gymnázium)	24001	843	3,5
- střední vzdělání s maturitní zkouškou – vocational courses*	61378	4632	7,5
... courses – type L (former střední odborná učiliště)**	15506	1297	8,4
... courses – type M (former střední odborné školy)**	45872	3335	7,3

Source: Institute for Information on Education

* Including nástavbové studium.

** For more see 5.11.

Note: The unemployment rate of new school leavers is considered, it is the ratio of the number of unemployed leavers who completed study in May 2006 at the latest and were registered to 30 April 2007 as job seekers, and total number of leavers in 2006.

Glossary terms used in Table: střední vzdělání, praktická škola, střední vzdělání s výučním listem, nástavbové studium, střední vzdělání s výučním listem, střední vzdělání s maturitní zkouškou, gymnázium, střední odborné školy

5.21.6. Střední školy, classes, pupils, teachers

Střední školy, classes, pupils, teachers – only day form of education, including schools established for pupils with special educational needs

	2005/06	2006/07	2007/08
Schools***	1 991	1 475	1 439
Classes	21 797	21 805	21 726
Teachers (FTE)*	47 352.1	47 452	47 124.3
women (in %)	57.9	58.4	58.4
Number of pupils per school***	272.2	367.3	371.0
Number of pupils per class	24.9	24.9	24.6
Number of pupils per teachers (FTE)**	11.5	11.4	11.3

Source: Institute for Information on Education

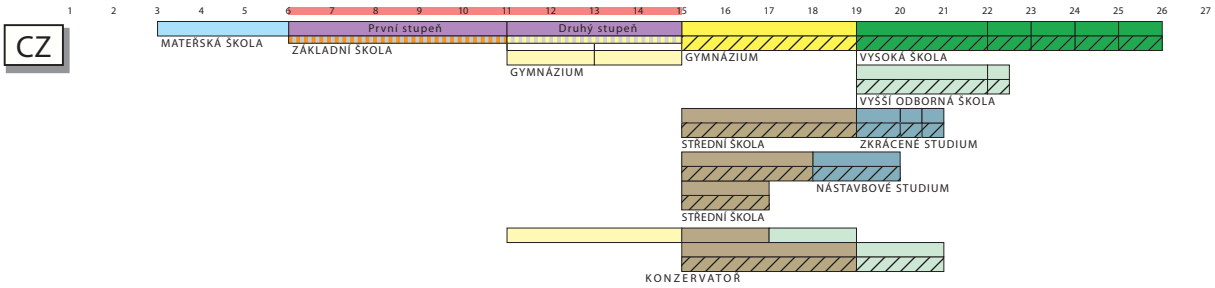
* All forms of education.

** Number of pupils in the day form of education recounted to full time equivalent of teachers in all forms of education.

*** Distinct decrease in the number of schools (thus increase in the number of pupils per school) has been caused by organisational change: each school has been included as one legal subject, regardless it has been composed of more sub-types of střední škola.

6. TERTIARY EDUCATION

Organisation of the education system in the Czech Republic, 2007/08



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2

Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

The tertiary education sector is divided into higher education and education at vyšší odborné školy. Traditionally, higher education is provided by vysoké školy at levels ISCED 5A and 6, while tertiary professional education is provided by more practically oriented vyšší odborné školy (ISCED 5B).

Vyšší odborné vzdělání is also offered by conservatoires (see 5.).

Since 2001 the three cycle structure has strictly been implemented in higher education:

- Bachelor's study programme (ISCED 5A),
- Master's study programme (ISCED 5A),
- Doctoral study programme (ISCED 6).

Where required by the nature of the study programme the Master's programme does not have to follow up the Bachelor's programme, but in this case it is a non-structured study.

As higher education and education at vyšší odborné školy are regulated by different Acts and regulations, the two types of education are dealt with separately in this chapter.

6.1. Historical Overview

Vysoké školy have a long-standing tradition in the present Czech Republic. In comparison to them, vyšší odborné školyrepresent a new type of schools. Therefore, section 6.1. is divided into two separate sections, one dealing with vyšší odborné školy (6.1.1.) and the other with vysoké školy (6.1.2.).

6.1.1. Tertiary professional education

Vyšší odborné školy have been in existence as a new type of postsecondary education since the 1992/93 school year. Their position and status was strengthened by the June 1995 amendment to the School Act, which recognised them as part of the regular education system. A great number of these schools were founded as and still are střední školy. After some initial doubts they are now regarded as one element of tertiary education. Some private schools have already transformed into private non-university vysoké školy.

Due to the fact that education at vyšší odborné školy was regulated by an amendment to the 1995 School Act only partially, the 2004 Education Act provides a more complete regulation of this field of education. For example, the Education Act implements changes to the length of study, unifying it to three years, or in the case of medical disciplines, to three and half years. Educational programmes of individual vyšší odborné školy are still subject to accreditation granted by the Ministry of Education, Youth and Sports on the basis of a recommendation by the Accreditation Commission for vyšší odborné školy. This commission acts as a consultative body to the Ministry.

The current development is moving towards convergence of education at vyšší odborné školy and at vysoké školy (by means of accreditation of educational or study programmes, credit systems, systems of students' evaluation, and the like). The amendment of the 2004 Education Act made the transition of vyšší odborné školy into vysoké školy easier.

Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

6.1.2. Higher education

Czech higher education dates back six hundred years. In 1348 Emperor Charles IV founded a university in Prague which is the oldest academic institution in Central Europe. It is now called Charles University. In 1573 a university was established in Olomouc (Moravia). The beginnings of technical education go back to 1717 when the Czech Corporative Engineer School was set up in Prague (from 1920 on the Czech Technical University). A conservatoire was founded in 1811, and the Academy of Fine Arts developed out of this in 1946.

Further complex developments were characterised by several milestones. The first of these came in 1918 when the Czechoslovak Republic was established. At the beginning of its existence the University in Brno and two other vysoké školy were established focusing on agriculture and veterinary science. Vysoké školy were established (and funded) by the state and the law guaranteed them autonomy and traditional academic freedoms. Access to higher education was free and equal for every person who had passed the maturitní zkouška, regardless of religious belief, nationality, mother tongue, sex etc. These developments were interrupted by the Second World War during which vysoké školy were closed down for 6 years following the German occupation of the country.

Efforts to return higher education to the democratic traditions of the pre-war republic were brought to an end in 1948. The totalitarian regime gradually eliminated academic freedoms and all forms of autonomy and replaced them by centralist government and state planning. Access to higher education was subject to ideological bias. The government ideology had an impact on study content, as well as on the choice and career of higher education teachers. A numerus clausus was introduced,

determining the numbers of students and the structure of their areas of study. The Ministry of Education decided upon the localities and jobs graduates were sent to by using so called "placement vouchers". At the beginning of the 1950s five technical vysoké školy were established. The latest period of development of the Czech higher education started in November 1989.

Very soon the Higher Education Act was approved (came into force on 1 July 1990) freeing vysoké školy of all ideology and restoring their autonomy, self-government and academic rights and freedoms. It reestablished research and development at vysoké školy (during the previous 40 years following a model of the Eastern block the vysoké školy were taken by the communist regime only as educational institutions whereas research was concentrated mainly in the Academy of Sciences). By enlarging the network of vysoké školy, access to higher education was increased. In addition to the existing type of study, i.e. over a long cycle, followed by research oriented postgraduate studies, a medium duration alternative (Bachelor's) was introduced. The introduction of new fields of study and combinations of these began the process of diversification of the content and organisation of higher education.

After After several years of experience it became clear that new legal regulations were required. After a wide-ranging debate the Higher Education Act was passed in April 1998 and it came into force on 1 July 1998, although most of its provisions came into effect on 1 January 1999. This new law changed the status of existing state vysoké školy (with the exception of military and police ones) into public ones, and all property used to that date was transferred into their possession. The law further distinguished between vysoké školy that offer all three types of study programmes – Bachelor's, Master's and doctoral (vysoké školy of university type) and those that offer mainly Bachelor's possibly Master's study, but not doctoral (vysoké školy of non-university type), enabled the establishment of private vysoké školy and strengthened the responsibilities of the Accreditation Commission. It established boards of trustees, where sit personalities from outside of vysoká škola – experts from the region, state administration, industry or banking. The main task of this board is to give consent to property transfers, nevertheless, it gives opinion also on important strategic documents of the vysoká škola or to its planned development. This was an incentive for a greater openness of the vysoké školy towards a region (society) and to mutual dialogue. By the end of 2007 it had been amended sixteen times. The amendments specified the responsibilities of vysoké školy in relation to their assets, with the aim of facilitating multi-source funding. The change in the structure introduced lifelong learning programmes as a part of accredited study programmes. The vysoká škola may recognize up to 60% of credits gained by those successful graduates of such programmes who are placed in regular study programmes. The most important amendment of past years was that concerning the structure of study linked to the Bologna Process (see 11.3.). Since 2001 the three-cycle structure of higher education study has strictly been introduced and the duration of Master's study following on from Bachelor's study (previously 2-3 years and now 1-3 years) has been changed. Since the academic year 2004/05 most students have been accepted to Bachelor's study programme. Integrated 4-6 year study programmes still running parallel are either those in which accreditation has not expired yet or specific disciplines e.g. medicine, veterinary studies, pharmacy and others selected by the Accreditation Commission. Since 2006 the length of doctoral study has been set to 3-4 standard years of study from the previous 3 years and students do not obtain anymore the certificate on state exam (newly the diploma supplement is issued together with a diploma).

Legislation: Act on Higher Education Institutions (the Higher Education Act)

6.2. Ongoing Debates and Future Developments

In late 2003 the OECD Education Committee agreed to carry out a major thematic review of tertiary education. The principal objective of the review is to help countries understand how the organisation, management and delivery of tertiary education can help them to achieve their economic and social objectives. Recommendations for vyšší odborné školy and vysoké školy are dealt separately in sections 6.2.1. and 6.2.2.

Bibliography: OECD Thematic Review of Tertiary Education. Background Report
Bibliography: OECD Thematic Review of Tertiary Education. Country Note, Czech Republic

6.2.1. Tertiary professional education

The OECD experts' conclusions in the country note stirred up discussions which in the case of vyšší odborné školy concern the very existence of this type of education, its inclusion in the higher education system and relationship between those schools and vysoké školy.

The review team recommends the creation within most universities of a "University College of Professional Studies" with a mission to focus on "professional" Bachelor's and short-cycle programmes, including lifelong learning. Vyšší odborné školy should be divided into those that should operate primarily at a secondary level (offering limited parts of tertiary programmes in co-operation with vysoké školy) and those with significant tertiary/higher education capacity. The first group should continue to be part of the secondary school system while the latter would be integrated into University Colleges for Professional Studies at universities on a geographical basis. With the possible exception of those few that are large and competent enough to be self-standing non-university vysoké školy.

In the theses for the White Paper of Tertiary Education the further existence of vyšší odborné školy is, in compliance with the results of OECD experts, considered as follows:

- some vyšší odborné školy should transform and subsequently be accredited as vysoké školy of non-university type;
- some of them should merge with existing vysoké školy;
- others should become "the centres for post-secondary education".

This should be connected with the changes in accreditation of study programmes and in Accreditation Commissions themselves (for higher education institutions and tertiary professional schools).

The Association of Tertiary Professional Schools and the Czech Association of Schools of Professional Higher Education came with rather different proposal. According to them the so-called Polyfunctional schools (such a school could contain several types of schools under one roof) which would offer a Bachelor's study with professional orientation. At the same time a law could allow integration of schools that prepare a professional Bachelor with vysoké školy, e.g. in a form of independent faculties of professional education.

Bibliography: OECD Thematic Review of Tertiary Education. Country Note, Czech Republic

Institutions: Asociace vyšších odborných škol
Institutions: Czech Association of Schools of Profesional Higher Education

6.2.2. Higher education

In all of the sets of policy recommendations concerning the OECD thematic review of tertiary education – on tertiary structure; institutional governance; resources; equity; research and innovation; the labour market; quality assurance; and internationalisation – strong emphasis is placed on the need to re-build the system to a more outward focus; towards stronger educational links to employers, regions, and labour markets; the development of research and innovation partnership with business, industry and other vysoké školy; a greater role for external stakeholders in system and institutional governance and in accreditation; an increased private contribution to the costs of higher education; and openness to Europe and the world.

Theses for the White Paper of Tertiary Education deal with financing of the reform:

- vysoké školy should be funded according to their quality;
- private schools should claim a contribution from public resources derived from contributions to educational activities of public vysoká škola;
- students' participation on funding (study fees) is taken into account.

Theses also request that different kinds of vysoká škola should be distinguished. On one hand world-class research centres and on the other hand vysoké školy focused mainly on education should be established.

Theses leave a large room for the management and self-governance of vysoká škola:
- inseparability of decision and accountability;
- distinction of academic and strategic-economic-managerial agenda;
- definition of responsibility between university (rectorate) and its faculties;
- student's role in the self-governance.

The Higher Education Reform Policy takes into account a greater role of board of trustees and participation of representatives of interest groups of society (external players).

A basic element of the reform in the area of science and research is the decrease of a high number of providers of funds for science and research from public resources. There should be one provider and two agencies outside the Ministry.

Theses also consider an independent Ministry for tertiary education, research and innovation.

The main topics, which follow from the existing strategic documents for vysoké školy being debated, still remain:
- Structured study and consequently the content of Bachelor's study and the profile of its graduates;
- Strengthening of research at vysoké školy;
- Assurance of the quality of higher education regardless of its increased capacity;
- Assurance of excellence mainly in terms of outstanding results in research and development;
- Improving the quality of academic staff;
- Internationalization of study programmes;
- Improving the quality of academic life and especially of welfare conditions for students.

Bibliography: Dlouhodobý záměr vzdělávací a vědecké, výzkumné, vývojové, umělecké a další tvůrčí činnosti pro oblast vysokých škol na období 2006-2010
Bibliography: Koncepce reformy vysokého školství v ČR
Bibliography: OECD Thematic Review of Tertiary Education. Country Note, Czech Republic

6.3. Specific Legislative Framework

The term tertiary education is not defined in current legislation but it is used in official documents. An applicant is qualified to study in the tertiary education sector after having completed secondary education with a maturitní zkouška (ISCED 3A) and after fulfilling the requirements of admission procedure specified by the given institution.

The tertiary education sphere is governed by two laws:
- the Education Act, which has one section dealing with higher professional education;
- the Higher Education Act.

The legislative framework of education at vyšší odborné školy and higher education is dealt with in separate sections 6.3.1. and 6.3.2.

Legislation: Act on Higher Education Institutions (the Higher Education Act)
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

6.3.1. Tertiary professional education

The Education Act defines the goals and level of education at vyšší odborné školy, the organization of education, the admission requirements, the nature of the study, its conclusion, the qualification attained and accreditation of the educational programme.

Details on the types of vyšší odborné školy, the organisation of study, the courses and their conclusion in these schools, and further details on payment for education and accreditation of an educational programme are included in a ministerial regulation. The system of study fields included in education at

vyšší odborné školy is regulated by a government decree.

Legislation: MEYS Decree on tertiary professional education
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

6.3.2. Higher education

The 1998 Higher Education Act, with sixteen amendments (up to 31 December 2007), formulates the mission of vysoké školy, academic community and academic freedoms. It defines the status of public, state and private "vysoké školy", their bodies, their structure; for public institutions it states rules for property management. It defines the basic framework for funding of public vysoké školy. In the part on higher education it defines types of study programmes, rules and bodies for their accreditation, and conditions under which an institution wishing to act as a private vysoká škola may obtain approval from the state. It regulates the admission of students, the process and completion of study, and the types of academic titles. It defines students' rights and duties. It sets the status of academic staff and the relations between vysoké školy and the Ministry of Education, Youth and Sports. It further regulates the recognition of higher education and qualifications achieved abroad. The annex comprises the list of public and state vysoké školy. Two other acts of 2004 and 2006 regulate the establishment of new vysoké školy.

The activities of vysoké školy are also governed by their own internal regulations which follow on from the Higher Education Act and are subject to registration by the Ministry of Education, Youth and Sports. Eight compulsory internal regulations are prescribed for each vysoká škola, and others may be required by the status of the vysoká škola.

The admission procedure is described in detail in the 2002 regulation on the process and conditions of the publication of admission procedures to vysoké školy, which was amended in 2004. The content of application for accreditation of study programme is governed by a regulation dating from 1999.

Legislation: Decree on the content of study programme application
Legislation: Decree of the Ministry of Education, Youth and Sports on procedure and conditions of publication of results of admission procedure at higher education institutions
Legislation: Act on Higher Education Institutions (the Higher Education Act)
Legislation: Act on the establishment of College of Polytechnics Jihlava
Legislation: Act on the establishment of Institute of Technology and Business in České Budějovice

6.4. General Objectives

As education at vyšší odborné školy and higher education are regulated by different legislative regulations, the objectives of education at vyšší odborné školy are dealt with in section 6.4.1. and those of higher education in section 6.4.2.

6.4.1. Tertiary professional education

Education at vyšší odborné školy develops and broadens the knowledge and skills of a student acquired during secondary education and provides general and vocational education as well as vocational training for the execution of demanding activities. Education at vyšší odborné školy is understood as vocational whereas higher education is more academic.

Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

6.4.2. Higher education

Vysoké školy are the highest level of the education system. They are the supreme centres of education, independent knowledge and creativity. The general objective of higher education is to enable students to gain an appropriate qualification, to prepare for scientific work, to take part in lifelong education, to be involved in the development of a civil society, and to engage in international and, in particular, European co-operation as an essential dimension of all activities.

The vysoké školy achieve their aim by the close relation of teaching with academic, research, developmental, artistic or other creative activities.

Legislation: Act on Higher Education Institutions (the Higher Education Act)

Bibliography: Národní politika výzkumu a vývoje ČR na léta 2004-2008

6.5. Types of Institution

Due to the different nature of institutions, vyšší odborné školy and vysoké školy are described in separate sections 6.5.1. and 6.5.2.

6.5.1. Tertiary professional education

The structure of study fields at vyšší odborné školy is regulated by government decree.

As far as the founder are concerned they can be public (originally established by the State, after the state administration reform in 2001 by regions), State, private or denominational, although the latter require state approval for their establishment.

Vyšší odborné školy mostly developed out of střední odborné školy and usually form a single legal entity with them. Only about one quarter of them are independent.

Legislation: Government regulation on fields of studies in basic, upper secondary and tertiary professional education

6.5.2. Higher education

In terms of the founder vysoké školy can be
- public institutions (legally established);
- private institutions;
- state-run institutions (only in the case of military and police academies), legally established under the control of the relevant ministries.

In terms of the study programmes they offer, they may be
- Non-university institutions of higher education 6.5.2.1.;
- University-type vysoké školy 6.5.2.2.

The type of a vysoká škola is included in its statutes in accordance with the recommendation of the Accreditation Commission. Public vysoké školy can have the following parts: faculties; academic institutions; other workplaces focused on educational, academic, research, developmental, artistic or other creative activity, or workplaces providing information services; specialised facilities for cultural and sports activities, housing and boarding, particularly for members of the academic community and facilities supporting operation of vysoké školy. (For more details see 2.6.4.2.)

Legislation: Act on Higher Education Institutions (the Higher Education Act)

Institutions: Accreditation Commission

6.5.2.1. Non-university higher education

Non-university vysoké školy offer mainly Bachelor's study programmes, together with research, art and other creative activities. They can also offer Master's programmes, but not doctoral programmes. They are not divided into faculties. Admission requirements, study fields and branches, aims and content of education, methods, assessment and certification are the same as at universities.

Two vysoké školy of non-university type are public. The first non-university vysoká škola established in September 2004 – the Vysoká škola polytechnická in Jihlava – was transformed from a vyšší odborná škola, since 2006 a second institution of such a type the Vysoká škola technická a ekonomická in České Budějovice is in operation. Private vysoké školy started as non-university. Since 2007 two private vysoké školy have become universities: Vysoká škola Jana Amose Komenského and Vysoká škola veřejné správy a mezinárodních vztahů, o. p. s.

Legislation: Act on the establishment of College of Polytechnics Jihlava
Legislation: Act on the establishment of Institute of Technology and Business in České Budějovice

6.5.2.2. University higher education

Universities may offer all types of study programmes and carry out scientific, research, development, artistic or other creative activities connected with these. All public vysoké školy (with the exception of two mentioned in 6.5.2.1.) are universities. Only some of them offer programmes in one field (art, agriculture and some technical), most having faculties in various scientific fields. The state military vysoké školy and the police academy have undergone transformations in terms of the content and organisation of education following the Czech Republic's admission to NATO in 1999 and in compliance with international commitments to Interpol. Since 1 September 2004 the three military institutions have been merged into one – the University of Defence. Its establishment is regulated by legislation.

Universities are also two private institutions (see 6.5.2.1.).

6.6. Admission Requirements

A pre-condition for admission to tertiary education is attaining střední vzdělání by passing the maturitní zkouška (ISCED 3A) and fulfilling admission requirements set by the individual institution.

The law provides for equal access to tertiary education for all national minorities as well as for foreigners.

As higher education and education at vyšší odborné školy are regulated by different acts and regulations, the two types of education are dealt with separately in sub-sections 6.6.1. and 6.6.2.

6.6.1. Tertiary professional education

A basic pre-condition for admission to education at vyšší odborné školy is a maturitní zkouška certificate. Students are admitted on the basis of the results of the admission procedure. The school head must publish the deadline for submission of an application form, the documents which are its component parts, dates when the admission procedure takes place and criteria for its evaluation at least two months in advance. The head of the institution may decide on whether this procedure will include an entrance examination and sets its possible content and form in accordance with the

teaching and study documents for secondary education concluded with maturitní zkouška.

The entrance examination usually includes a written element and an interview. At some schools (pedagogical and art) talent examinations are included as well. The school head notifies applicants in writing of their admission or rejection within seven days of the examination date or of the decision date if the examination does not take place. If an applicant is not admitted to a course, s/he can file an appeal within 15 days of the day when the school head's decision was delivered to them.

Under the Education Act, it is possible to accept students directly into higher levels if their knowledge corresponds to that level.

The head decides on the number of students admitted in accordance with the capacity set for the school on its registration in the school register and in accordance with the long-term objectives of individual regions.

The law states that age cannot be a barrier to admission to studies.

Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)
Legislation: MEYS Decree on tertiary professional education

6.6.2. Higher education

The fundamental requirement for entering a Bachelor's or Master's study programme is the same as for the whole tertiary sector – a vysvědčení o maturitní zkoušce (maturitní zkouška certificate). For fine arts degrees, applicants who have gained their absolutorium from a conservatoire may be admitted, including in some cases students without a maturitní zkouška.

In general, admission to studies at higher educational institutions is limited primarily by the capacity of each institution. This number of students which will be funded in the academic year is limited at the central level by the amount of money allocated to school through formula funding.

Particular vysoká škola decides on the number of students in individual fields and forms of study (see also 2.8.2.).

According to a 2004 amendment of the Higher Education Act, a vysoká škola or a faculty may set different conditions not only for admission of applicants who have completed all or part of their studies at a vysoká škola in the Czech Republic or abroad, but also for applicants who have completed all or part of an accredited education programme at a vyšší odborná škola or who are studying on an accredited education programme at a vyšší odborná škola in the Czech Republic or in a relevant institution abroad.

The condition for admission to a Master's study programme following on a Bachelor's degree is the successful completion of the Bachelor's study programme. In some cases, though, the vysoká škola may also set further conditions relating to the study fields or a number of credits gained in certain subjects.

For admission to a doctoral programme an applicant must have gained a Master's degree.

Any further requirements as to the knowledge, abilities or talent or educational achievement of applicants are the responsibility of the vysoké školy themselves. An institution can also set a maximum number of students to be admitted. The conditions must be published at least four months in advance.

People may apply for admission to several study programmes (or to several study fields in one study programme) at one faculty or vysoká škola or at several faculties or vysoké školy at the same time.

At most vysoké školy the applicants take an entrance examination which aims to select the most able ones and to establish a list determining the order in which they are to be admitted depending on conditions set in advance. The content and form of the examination are completely in the responsibility of the relevant vysoká škola. It normally consists of a written exam that aims to assess the applicant's knowledge. Tests of study skills may also be included. Some 20% of vysoké školy organise an admission interview with applicants.

Tests of artistic talent are used by vysoké školy for admission to performing and fine arts programmes and for primary school teacher training. The former use the tests to determine the applicant's artistic talent, the latter to assess the level of ability in music, visual arts and physical education necessary for teaching at a primary school (see 8.1.5.). A talent examination usually proceeds the admission examination.

A report on the result of the admission proceedings is made public within 15 days of the final day of the proceedings. If an admission examination is included, basic statistics relating to all its parts are released. Decisions on admission or non-admission must be given in writing and delivered to the applicant within 30 days.

If a course is offered by a faculty, the dean decides on admissions. If it is taught at a university, the decision lies with the rektor. A decision on non-admission may be appealed against within a set time limit. If a dean refuses the appeal, the rektor may change a decision that was issued in conflict with the law, an internal regulation of the institution or with conditions set by the university or the faculty itself. At private vysoké školy, admission is decided on by a body which is established based on internal regulations.

When applicants are accepted for a study programme, they have the right to be enrolled in the institution. On enrolment the applicant becomes a student.

Students need not go on to higher education immediately on completing their secondary schooling. There is no legal age limit for commencing higher education studies. The law on higher education makes it possible to study on more than one programme at more than one vysoká škola either in parallel or successively. Under specific conditions (see 6.7.2.) studies can be fee-based.

Admission to a specific programme is dependent on the student's achievement in the admission proceedings and is limited by local conditions and the number of places in some fields. Although there is a constant growth in capacity, it is currently still not possible to satisfy all the applicants every year even though the percentage of applicants accepted is rising (see chapt. 6.19.).

Legislation: Decree of the Ministry of Education, Youth and Sports on procedure and conditions of publication of results of admission procedure at higher education institutions
Legislation: Act on Higher Education Institutions (the Higher Education Act)

6.7. Registration and/or Tuition Fees

Charges (tuition fees) for education at vyšší odborné školy and at vysoké školy are governed by different legislative regulations, and therefore this section is divided into two parts 6.7.1. and 6.7.2.

6.7.1. Tertiary professional education

All vyšší odborné školy, including public ones, levy tuition fees which constitute an income for the legal entity of a school. The amount of tuition fees in individual study fields of vyšší odborné školy which are established by the state, a region, a municipality or union of municipalities is set by the school head. The conditions, due dates of tuition fees, options for reductions or exemptions from such tuition fees and the maximum level of fees to be charged are set by legal regulations. Currently, the fees for public institutions are between CZK 2 500 and 5 000 a year. In exceptional cases, the school head may decrease the charges by up to 50% for a student. The fees are to be paid in two instalments: one for the winter term (due by 15th October) and one for the summer term (due by 15th February). Private schools set their tuition fees themselves according to the material and technical complexity of a given study field. The fees usually range from CZK 15 000 to 17 000. Fees at denominational vyšší odborné školy are usually similar to those of the public ones. (For more information on private schools and their funding, see 5.19.)

Legislation: MEYS Decree on tertiary professional education

6.7.2. Higher education

A public vysoká škola can set
- fees for the admission procedure
- fees relating to the studies (applying to students who exceed the standard length of study or move on to study further programmes).

The fees are not disproportionate and they do not limit the accessibility of higher education. On the contrary, the fees charged to students who exceed the standard length of study by more than one year tend to be highly motivational and should lead to a more efficient use of the standard duration of study. The basis for setting fees is 5% of the average formula funding (i.e. of non-capital expenditure funded by the Ministry of Education from the state budget to public vysoké školy in the previous calendar year). The Ministry of Education sets the base by the end of January of a relevant calendar year. The base for setting fees linked to study for the academic year starting in 2007 was fixed at CZK 3 004.

Fees for the admission procedure are not more than 20% of the base (usually CZK 500).

If a student takes more than one year over the standard time to complete a Bachelor's or Master's course they pay at least 1.5 times the base for every further six months of study in which a student attends the institution. The standard duration of study includes any time studying on previous uncompleted programmes. If a graduate of a Bachelor's or Master's programme studies on a further Bachelor's or Master's programme, the public vysoká škola sets a fee equal to the maximum of the base for every further year in which a student attended the institution. The fees are not set if a graduate of a Bachelor's study programme studies in a follow-up Master's programme or in the case of parallel study programmes that do not exceed the standard length of a one year programme. When the total period of time taken by the further study exceeds the standard period required, the fees are set at least 1.5 times the base for every further six months of study in which a student attended the institution. The actual amount of fees (or exemption from them – see 6.8.2.) is set by the vysoké školy.

The fees for studies at state vysoké školy are set by the Ministry of Defence and by the Ministry of the Interior.

The income from fees constitutes a scholarship fund which may not be used for any other purposes.

Legislation: Basis for setting of fees for study under the article 58 paragraph 2 of the Act on higher education institutions
Legislation: Act on Higher Education Institutions (the Higher Education Act)

Institutions: Ministry of Defence of the Czech Republic
Institutions: Ministry of Interior of the Czech Republic

6.8. Financial Support for Students

Students (and where relevant their families) can receive financial support from the budget of the Ministry of Labour and Social Affairs and from the budget of Ministry of Education, Youth and Sports.

Pupils and students can receive social benefits (child allowance and where relevant other social benefits) until the age of 26 depending on the financial situation of the family and regardless of the type of school (see 4.7.).

Health care is free of charge under the general health insurance system. Health insurance for pupils and students is paid by the state.

The parents of students under 26 years of age receive indirect financial support in the form of a tax allowance, based on the fact that their children are continuously preparing for their future profession.

As higher education and education at vyšší odborné školy are regulated by different Acts and regulations, the two types of education are dealt with separately in sections 6.8.1. and 6.8.2.

Students are also eligible for subsidised transport (see 4.7.).

Legislation: Order of the Minister of Education, Youth and Sports for implementation of the amendment of the article 12 of the Act on State Social Support No 117/1995
Legislation: Act on public health insurance

6.8.1. Tertiary professional education

School may provide school meals or accommodation if necessary. The charges for school meals are set by the financial regulatory standard, which sets financial limits (i.e. for the purchase of food this is CZK 16 to 26 for lunch and to CZK 46 to 75 for the whole day). The charges for accommodation are regulated by law. The level of charges for accommodation depends on whether a room is classified as category I or II. For category I, the charges can be a maximum of CZK 1 600 for every calendar month; for category II, CZK 900 per bed for every calendar month. Further special assistance is available for students in the form of educational and psychological services.

The school head of a vyšší odborná škola may, with the consent of the founder issue Scholarship Rules according to which pupils and students may be granted scholarships for excellent results.

Legislation: Decree of MEYS on school boarding
Legislation: MEYS Decree on school educational and boarding facilities, and school purpose facilities
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

6.8.2. Higher education

Students receive direct financial support in the form of grants (for accommodation) and indirect support (for food) from the budgets of the Ministry of Education, Youth and Sports and vysoké školy.

Meals are provided to students of vysoké školy in student canteens at subsidized prices. It is possible to take meals in student canteens throughout the day.

The accommodation costs for students of vysoké školy are partially covered by a support in cash. The funding is given to the vysoká škola which distributes it to students in the form of grants according to the rules set in its internal regulation. Students must fulfil certain conditions to be awarded this support (see 2.8.2.). However once they obtain the amount they are free to use it as they wish. Students are traditionally accommodated in dormitories of vysoké školy or where the capacity of dormitories is insufficient, in other educational facilities which have spare capacity. Students also often rent apartments.

Grants are granted to students by their institution or faculty, from a scholarship fund and in compliance with scholarship regulations, which are included in internal regulations of the institution, in the following circumstances:

- excellent academic achievement;
- excellent achievement in science, research, development, arts and in other creative activities contributing to the deepening of knowledge;
- difficult social situation of the student;
- other situations deserving attention (usually the support for accommodation);
- to support studying abroad;
- to support studying in the Czech Republic.

Grants are also available for students of doctoral programmes, in accordance with the scholarship rules of a vysoká škola, at the level of CZK 5,000 to 10,000 per month.

Students entitled to an increased degree of the child allowance (see 4.7.) are also entitled to the so called "social grant" (grant strictly defined by a law for students in burdensome situation). The amount is given by a government regulation an currently is CZK 1,620 per month for 10 months in an academic year.

Scholarships covered by the Ministry of Education are also granted depending on programmes announced by the Ministry and with respect to commitments arising from international treaties to which the Czech Republic has signed up.

Public and state vysoké školy provide health care in special health care centres for students.

Favourable conditions for sport, physical fitness and a healthy life style are also ensured in public and state institutions, and sport clubs and other facilities are also free at most vysoké školy. The same is expected of private vysoké školy.

The rektor may also choose to reduce fees, exempt a student from paying them (see 6.7.2.) or defer payment with regard to a student's achievements or social situation.

Legislation: Rules for providing subsidies of the Ministry of Education, Youth and Sports under the Act on higher education institutions to public higher education institutions to accommodation and food of students and to accommodation grants
Legislation: Act on Higher Education Institutions (the Higher Education Act)

6.9. Organisation of the Academic Year

As the organisation of studies differs between vyšší odborné školy and vysoké školy, it is described in separate sections 6.9.1. and 6.9.2.

6.9.1. Tertiary professional education

The school year at vyšší odborné školy is divided into a teaching period (winter and summer) and a holiday period. The winter term starts on September 1 and ends on January 31 of the following calendar year. The summer term starts on February 1 and ends on August 31. School instruction within a school year lasts 40 weeks, out of which lessons last for 32 weeks, 6 weeks are dedicated to self-study and obtaining assessment by the due date, and 2 weeks serve as a time reserve. The beginning and the end of lessons in the winter and summer terms, the beginning and the end of the period dedicated to self-study and assessment by the due date, the beginning and the end of school holidays, and possibly further divisions of the school year, are determined by the school head in accordance with the accredited educational programme. During the school holidays, it is possible to organise obligatory courses, job practice and also examinations, although this must not reduce the free time of pupils during the school holidays to less than 4 weeks. Theoretical instruction and practical training in the last period of the educational programme last at least 14 weeks.

Legislation: MEYS Decree on tertiary professional education

6.9.2. Higher education

The academic year at vysoké školy lasts twelve months and its starting date is set by the rektor (in general the beginning of October). The academic year consists of winter and summer semesters. A semester normally consists of 15 weeks of teaching followed by an examination period, with a week's holiday after the winter semester and a two-month holiday (July, August) after the summer semester. There is usually another examination period in September.

Details of academic year organisation (the weekly and daily teaching schedule) are set out in internal regulations of individual vysoká škola.

Legislation: Act on Higher Education Institutions (the Higher Education Act)

6.10. Branches of Study, Specialisation

In view of the different nature and sub-division of study fields at vyšší odborné školy and at vysoké školy, this section chapter is divided into two parts 6.10.1. and 6.10.2.

6.10.1. Tertiary professional education

The structure of study fields at vyšší odborné školy is set by a governmental decree after negotiation with the relevant central trade union bodies, employer's associations acting on the territory of the whole country and with the regions. A government decree in 2004 introduced a new structure of study fields in basic and secondary education and education at vyšší odborné školy. The most frequent study fields in vyšší odborné školy are economics and administration, medical disciplines and pedagogy, and teacher training and social work.

The length of education at vyšší odborné školy in day studies is three years including the work practice; for medical disciplines it is up to three and half years.

Legislation: Government regulation on fields of studies in basic, upper secondary and tertiary professional education

6.10.2. Higher education

Study programmes cover almost all areas of science and the arts. They are usually subdivided into study fields which are, depending upon their content, included in the so-called basic study fields. The classification of basic study fields (CBSF) allows for their integration and subdivision. Individual study fields at vysoké školy are classified according to this classification which includes basic study fields.

The formulation and provision of study programmes is one of the recognised academic rights and freedoms of vysoké školy (see 2.6.4.2.), so their number and prevailing orientation changes year by year. The decision as to whether an accredited study programme will be started or phased out is increasingly influenced, apart from by the relevant academic bodies, by the demands of the labour market.

Most study programmes allow students in the final years of their studies to choose a certain area of specialisation. The purpose of this specialisation is to bring the content of the studies closer to the individual interests of students and to the needs of their future employment. This part of the studies normally contains, on top of special lectures and seminars, a work placement of varying length. During the course of the work placement the student generally chooses the subject of their thesis.

Most vysoké školy have implemented the three-cycle study structure. Master's programmes continue to be accredited as a follow up to Bachelor's programmes except where the nature of a study calls for a traditional non-structured Master's programme. This is particularly the case with medicine, veterinary and some other fields (the situation in teacher training programmes is currently being resolved).

Legislation: The Czech Statistical Office advice on introduction of Classification of Basic Branches of Education (CBBE)

6.11. Curriculum

The curriculum at vyšší odborné školy is called an educational programme; at vysoké školy, it is called a study programme. There are no common essential parts, so the curricula at vyšší odborné školy and at vysoké školy are described in separate sections 6.11.1. and 6.11.2.

6.11.1. Tertiary professional education

Education at vyšší odborné školy in each educational area in individual vyšší odborná škola is organised in accordance with an accredited educational programme. The educational programme for education at vyšší odborné školy specifies, in particular, the concrete objectives of education, the length, the form, and the content of education and its organisation, the profile of graduates of the educational programme concerned, the language of instruction, conditions of the course of education, and the manner in which education is completed, as well as conditions for the education of students with special educational needs, and professional conditions for teaching, conditions for work safety and health, and health protection conditions for persons applying for education. Most accredited educational programmes are organized in modules.

An educational programme in the relevant area of education for a particular vyšší odborná škola is subject to the granting of accreditation by the Ministry of Education, Youth and Sports. The prior consent of the Ministry of Health is required for a medical educational programme and that of the Ministry of the Interior for an educational programme relating to security services.

Applications for educational programme accreditation are submitted to the Ministry of Education, which provides the application to the Accreditation Commission for vyšší odborné školy. The Accreditation Commission assesses an educational programme in terms of its content and specialisation and makes its recommendation to the Ministry. Accreditation is granted for a limited time, equivalent to not more than double the length of education in the day form. The accreditation may be repeatedly renewed. If the educational programme is accredited and registered for the relevant vyšší odborná škola in the Register of Schools, applicants for this type of education may be admitted, school lessons and examinations organised, and graduates of a vyšší odborná škola may be granted a degree.

Legislation: Order of the minister of education, youth and sports No. 18/2007 by which the Statute of the Accreditation Commission of the Tertiary Professional Education is issued
Legislation: MEYS Decree on tertiary professional education
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

6.11.2. Higher education

Deciding the content of studies and the design of study programmes is one of the academic freedoms of vysoké školy in the Czech Republic and there are no legal regulations that could restrict them in doing this. There are only general provisions concerning study programmes contained in Articles 44-27 of the Higher Education Act. However, all study programmes are subject to accreditation which is granted by the Ministry of Education on the basis of a decision by the Accreditation Commission (see 2.7.1.2.). For the accreditation of a study programme, a vysoká škola is obliged in compliance with the law to complete and submit a written application. An accreditation of a study programme is awarded for at most ten years from the day the decision takes full legal force. Validity of an accreditation can be extended repeatedly. While providing an accredited study programme, the vysoká škola may request an accreditation of its extension. If a study programme does not obtain accreditation, students may not be admitted into this programme, no classes or examinations may take place, and no academic degrees may be granted.

All study programmes include the study of one or more foreign languages.

If the conditions are favourable (e.g. a foreign teacher is available), the teaching of some subjects may be done in a foreign language. This is primarily the case for doctoral study programmes. At some faculties it is possible to pass a state doctoral examination and write and defend a doctoral thesis in the English language, and in some study programmes this is even required.

At some faculties (e.g. medicine, but not only there) foreign students may, for a certain fee, take the whole of their studies in a foreign language. Information on this is available in a brochure called "Education in the Czech Republic – Guide for foreign students" published by the Centre for Higher Education Studies. The most recent edition of this book was published in 2005. (See also www.csvc.cz

.) In 2007 the National Agency for European Educational Programmes which is the part of the Centre for International Services of the Ministry of Education, Youth and Sports published a document "Study in the Czech Republic" (see also 11.6.1.). Foreign students who express an interest in studying in the Czech language are normally offered one-year courses of Czech before they commence their studies.

Legislation: Decree on the content of study programme application

Bibliography: Study in the Czech Republic

Institutions: Centre for International Services MEYS CR
Institutions: National Agency for European Educational Programmes

6.12. Teaching Methods

Teaching methods at vyšší odborné školy are similar to those used at vysoké školy but as they are regulated by different legislation, vyšší odborné školy and vysoké školy are dealt with in separate sections 6.12.1. and 6.12.2.

6.12.1. Tertiary professional education

Education at vyšší odborné školy includes theoretical and practical preparation. Theoretical preparation includes lectures and seminars, consultations, practice, and field trips in accordance with the accredited educational programme. Practical preparation is organized either in the form of practical education in schools or as work practice at workplaces (see also 6.16.).

The number of students in a study group is between 10 and 40 students at the beginning of studies in the first year (in arts fields, the minimum number of students is 6). In accordance with the accredited educational programme, it is possible to divide study groups into sub-groups or to merge study groups and sub-groups for lessons in certain subjects.

The range of teaching aids and equipment is the responsibility of the vyšší odborná škola.

Legislation: MEYS Decree on tertiary professional education

6.12.2. Higher education

Teaching is through lectures, seminars, exercises, laboratory work and practice (e.g. clinical practice of medical students, teaching observation by student-teachers in schools etc.).

Attendance at lectures is not obligatory, but attendance at other forms of teaching, usually in small groups, is.

The fact that most vysoké školy (including halls of residence) are equipped with computer technology makes it possible for students to opt for self-study, working independently with information, study materials, laboratories and computer technology.

Due to the autonomy of vysoké školy, they have free choice of teaching aids and equipment in accordance with their budget possibilities.

6.13. Student Assessment

In view of the different methods of assessment at vyšší odborné školy and at vysoké školy, this section is divided into two parts, dealing separately with vyšší odborné školy (6.13.1.) and at vysoké školy (

6.13.2.).

6.13.1. Tertiary professional education

Students are assessed each relevant term. Subjects or other comprehensive parts of the syllabus on the basis of which a student takes an examination are specified by the accredited educational programme.

Assessment can take the form of continuous assessment, credits, classified credits or examinations. Continuous assessment can take place during seminars, practice, practical education, work practice, and excursions. Continuous assessment primarily takes the form of questions, written work, tests, individual assignments, and term papers. The results of interim assessment can be taken into account and influence the final examination.

A credit is given when all requirements defined in the subject curriculum are met. The fact that the credit has been given to a student is recorded in the student's credit book, with the word započteno (credit granted).

A classified credit also evaluates and classifies how a pupil has met the requirements of the credit. A classified credit and an examination can be oral, written, practical, or combined. The results of a classified credit or an examination are marked as follows: excellent, very good, good, failed. The results of a classified credit and of an examination are recorded in these terms in the pupil's credit book.

Assessment and classification is carried out in each subject by the teacher, except in the case of absolutorium where there has to be an examination board.

Some vyšší odborné školy also use credit systems which express the students' study load.

Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)
Legislation: MEYS Decree on tertiary professional education

6.13.2. Higher education

Study achievements at vysoké školy are assessed by a system of points or credits. The results of the assessment are recorded in a report on study and can also take the form of an electronic information system of the vysoká škola or faculty.

Use of the credit system differs between vysoké školy or faculties. Most institutions have implemented a credit system ECTS.

The frequency and methods of assessing students' achievement differ between different vysoké školy and faculties. In some cases a system of partial examinations taken after each semester has been introduced, in other cases there is one comprehensive examination after each completed part of the studies – most often at the end of a certain module. Vysoké školy offering arts programmes use students' exhibitions, musical performances etc. as a basis for assessment. In both cases, however, considerable emphasis is also placed on continuous assessment of the students' work, mostly in the form of tests of knowledge or independent work (on computers, graphic work, laboratory work or seminar work) or independent artistic work.

The organisation of examinations is legally embedded in study and examination regulations, which are part of the internal regulations of a vysoká škola and are approved by the academic senate.

In general, examinations are taken during an examination period at the end of each semester. The examiners are the teachers of individual subjects. The relevant examiners set the dates of individual examinations and the dates of all examinations are announced by the management of the institution (faculty). In some cases it is possible to take an examination before the agreed official date. A failed exam may be retaken several times. Final examinations are taken in front of boards of examiners. In

order to increase the level of objectivity, external examiners from other vysoké školy or scientific establishments are invited to sit on the boards and the Ministry can also appoint other significant specialists in the given field to the examination boards. Care is taken to authorise only the most qualified academic staff as examiners.

6.14. Progression of Students

A student proceeds to a higher stage of a vyšší odborná škola or vysoká škola if she or he fulfils the conditions specified in the accredited educational programme. The details on progression, transfer to a different study programme, interruption of studies or their extension are described separately for vyšší odborná škola (6.14.1.) and for vysoká škola (6.14.2.).

6.14.1. Tertiary professional education

A student who has successfully met the conditions specified by the accredited educational programme for a relevant level proceeds to a higher level.

Examinations may be repeated twice. An examination by an examining board is always organised in the case of a second resit, and it is also used if there are any doubts about the correctness of the assessment of student. This form of examination can also be employed in the case of comparative tests and in cases defined by the accredited educational programme. An examination by an examining board takes place on a date determined by the school head, who also nominates the examining board.

Students can transfer to another vyšší odborná škola during the course of their studies, change their field of education, interrupt their studies, or repeat a level, and are entitled to recognition of their previous education upon a request made in writing.

The school head may interrupt the education of a student for a period not longer than two years. For this period the student ceases to be a student of the relevant vyšší odborná škola. After the specified time elapses the student continues to study at the same level at which he/she interrupted his/her studies. With the prior consent of the school head the student may continue his/her studies in an upper grade if they demonstrate corresponding knowledge and practical skills and the manner in which these have been achieved.

Education at vyšší odborné školy may take various study forms, all of which are equal (see 6.18.).

Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)
Legislation: MEYS Decree on tertiary professional education

6.14.2. Higher education

Students may be enrolled in a higher year of vysoká škola after passing the prescribed examinations or after achieving the prescribed number of points or credits.

If the student discovers that the choice of a study programme or study field does not suit them, they may transfer to another study programme or study field at the same faculty or vysoká škola or at another faculty or vysoká škola. If the part of study programme he/she has already completed is sufficiently compatible with the newly chosen study field, the achieved results are counted either in the original programme or in the new field or programme. If this is not the case, it is recommended that they bridge the gap by taking special examinations for transferring between courses. Transfers from one study programme or study field to another or from one institution to another are also possible if the student later finds out that they do not have sufficient knowledge or abilities to master the programme or field of study originally chosen. The recognition of the previous study depends on the accepting

institution. The previous study length is counted in the standard study length of the new study programme or study field. This is important especially for the calculation of the fees when a student exceeds the standard length by more than one year (see 6.7.2.).

A change of a programme or field of study during the course of studies is basically possible. However, there is an effort to prevent this by ensuring that students choose an appropriate programme or field of study. Preparatory courses and academic guidance centres also help to avoid students changing their study programme or field, (see 6.16.2.).

In the case of a failed examination, the study and examination regulations of vysoké školy allow for exams to be retaken as well as whole years (see 6.13.2.). However, this means that the student usually loses time, which has financial consequences (if the standard length of studies is exceeded by more than one year, the student becomes liable for fees – see 6.7.2.). In some cases the student also loses certain social advantages (see 6.8.2.) such as a scholarship or the right to accommodation in a hall of residence, or social allowances for students older than 26.

Students can choose to interrupt their studies.

The rules for transfer from the Bachelor's to Master's and to doctoral study programmes are given by the requirements for admission to those programmes (see 6.6.2.).

Legislation: Act on Higher Education Institutions (the Higher Education Act)

6.15. Certification

In view of the differences in the completion of studies and different certification procedures at vyšší odborné školy and at vysoké školy, this section deals separately with vyšší odborné školy (6.15.1.) and vysoké školy (6.15.2.).

6.15.1. Tertiary professional education

Studies end with an absolutorium. The pre-condition for taking an absolutorium is a successful completion of the final level of studies. The absolutorium is a professional examination consisting of an exam in vocational subjects, an exam in a foreign language and defence of a graduate paper. The examination in vocational subjects may comprise 3 vocational subjects at the most. The school head announces at least one regular date for an absolutorium in the school year. Scheduled dates, dates of repeat examinations and alternative dates must be publicised at least one month in advance. A date of repeat examination is set by the examination board so as the examination can be taken within the six months after the regular date of the absolutorium. The school head sets an alternative date of the absolutorium so it can be taken within four months after the regular date of the absolutorium.

A proposed educational programme submitted for accreditation has to include the specification of subjects which will be part of the absolutorium.

The absolutorium is a public examination, except for the examination board’s discussions about student evaluations. Practical examinations are not public if there are any obstacles to this (i.e. occupational safety; in medical disciplines because of protection of patient's privacy). The exams take place in front of a board whose chairperson is appointed by a regional authority and other members are appointed by the school head. Permanent members are the Chair, Vice-Chair and a supervising teacher of a study group. Other members are a teacher of the relevant subject, a teacher who also teaches the same subject but is not the teacher of the students being examined, a supervisor of the graduate thesis, and a critical opponent.

The assessment scale used in the absolutorium exams consists of four levels: excellent, very good, good and fail. The overall assessment is on a three-point scale (pass with excellence, pass, fail). The overall assessment of the absolutorium includes marks for the examination in specialised subjects and in a foreign language, and of the defence of the thesis. The overall assessment of a student's

performance at the absolutorium, along with the assessment of the individual examinations, are given to the student on the same day they took the absolutorium.

On successfully passing the absolutorium the graduate of a vyšší odborná škola receives an absolutorium certificate and a graduate diploma from the vyšší odborná škola. Graduates from a vyšší odborná škola receive the title diplomovaný specialista (DiS.) which is written after their names.

Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)
Legislation: MEYS Decree on tertiary professional education

6.15.2. Higher education

A Bachelor's programme generally finishes with a state final examination, which includes the defence of a paper.

A Master's programme finishes with a state final examination and the defence of a thesis, while in medicine, veterinary medicine and hygiene, studies finish with a rigorózní zkouška.

After being awarded the title Magistr, graduates of a Master's study programme can sit for a rigorózní zkouška in the same field. This includes the defence of a rigorózní práce. The title awarded is doctor in the respective field. Study on a doctoral programme finishes with a state doctoral examination and the defence of a thesis.

Studies are considered to be completed on the day that the last part of a state examination is taken.

The documents confirming the completion of studies and right to the appropriate academic title are a higher education diploma and a supplement to the diploma.

In the case of public and state vysoké školy the administrative responsibility for the validity of the award rests with the state, which grants permission to issue academic degrees. At private vysoké školy the state recognises the validity of diplomas only if the legal entity of the vysoká škola on the Czech Republic territory has been granted state approval and the higher education diploma was granted within an accredited study programme.

An overview of higher education degrees and terms under which they may be awarded according to the Higher Education Act:

Procedure	Title	Abbreviation
Regular completion of study on a Bachelor's programme		
- state final examination + (usually) defence of a Bachelor's paper		
	bakalář (Bachelor)	Bc.
in art	bakalář umění (Bachelor of Art)	BcA.
(both titles are used before the name)		
Regular completion of study in Master's programme		
- state final examination + defence of a thesis		
in economy, technical sciences and technology, agriculture, forestry and military	inženýr (Engineer)	Ing.
in architecture	inženýr architekt (Engineer of Architecture)	Ing. arch.
in art*	magistr umění	
(Master of Art)	MgA.	
in other fields (except medicine, veterinary or hygiene)	magistr (Master)	Mgr.
or regular completion of Master's programme in the field of medicine, veterinary and hygiene		
- state rigorózní zkouška		
	doktor medicíny (Doctor of Medicine)	MUDr.
	zubní lékař (Dentist)	MDDr.
	doktor veterinární medicíny	
(Doctor of Veterinary)	MVDr.	

There is a possibility for graduates of Master's programme who have already obtained the title magistr to obtain a further		
- state rigorózní zkouška + defence of rigorózní práce		
in law	doktor práv	
(Doctor of Law)	JUDr.	
in humanities, education and social sciences	doktor filozofie	
(Doctor of Philosophy)	PhDr.	
in sciences	doktor přírodních věd	
(Doctor of Natural Sciences)	RNDr.	
in pharmacy	doktor farmacie	
(Doctor of Pharmacy)	PharmDr.	
in theology	licenciát teologie (Licentiate of Theology)	ThLic.
(catholic)	doktor teologie (Doctor of Theology)	ThDr.
(all titles are used before the name)		
Regular completion of a Doctoral programme		
- state doctoral examination + defence of a thesis		
	doktor (Doctor)	Ph.D.
in theology	doktor teologie	
(Doctor of Theology)	Th.D.	
(both titles are used after the name)		

* For graduates of Bachelor's and Master's programmes in arts who were admitted without having střední vzdělání s maturitní zkouškou, the title is awarded after they have achieved this.

The Law 121/2004 Coll., modifying some areas related to public health, introduced a new title MDDr. for dentists. The first graduates will be awarded this title in 2009.

The guiding document in assessing a qualification that enables access to higher education or in assessing the equivalence of higher education degrees, is the "Convention on the Recognition of Qualifications concerning of Higher Education in the European Region" (see 11.3.).

The certification procedures recommended in the Lisbon Convention are the responsibility of public vysoké školy. On the request of a graduate of a foreign higher education institution the public vysoká škola issues a decision on the recognition of the study or its part, the decision is up to the rektor. In cases when the Czech Republic is bound by an agreement with the country in which the relevant vysoká škola is based and recognised and provided that the Ministry is authorised to recognise the degree or qualification based on this agreement, the Ministry renders the decision. The Ministry of Education solves the cases when there are some doubts or it takes the decision itself (see also 11.6.).

Important services, particularly in terms of information and guidance, are provided to the Ministry and to vysoké školy by the Centre for Equivalence of Documents on Education, which is part of the European networks of information centres ENIC and equivalence centres NARIC and operates within the Centrum pro studium vysokého školství v Praze (see 2.6.1. and 11.3.).

Legislation: Act on Higher Education Institutions (the Higher Education Act)

Institutions: Centre for Equivalence of Documents about Education (CEDE), Centre for Higher Education Studies (CHES)

6.16. Educational/Vocational Guidance, Education/Employment Links

As higher education and education at vyšší odborné školy are regulated by different Acts and regulations, the two types of education are described separately in sections 6.16.1. and 6.16.2.

6.16.1. Tertiary professional education

Educational guidance for vyšší odborné školy is organised in a similar way to that for střední školy (see 5.18.).

Practical preparation is part of education at vyšší odborné školy and takes the form of practical education at school or of work practice at the workplaces of persons or organisations authorised to carry out activities relating to the given area of education which have entered into an agreement with the relevant school on the content and scope of in-service professional practice and conditions under which the professional practice shall be carried out.

The employers require graduates of vyšší odborné školy to possess skills in computer technologies, are willing to learn new things and possess managerial abilities. With respect to key competences, the priority is laid on foreign language skills.

There is a direct relation between the level of education achieved and success on the labour market. In terms of their success rate, graduates of vyšší odborné školy are ranked right behind graduates of vysoké školy (the only exception being graduates of gymnázia, whose success rate on the labour market is comparable to that of graduates of vysoké školy). Successful graduates on the labour market include those who studied medical disciplines, law and public administration, engineering and sciences.

Many graduates seek to continue their studies at vysoké školy.

6.16.2. Higher education

Vysoké školy all boast academic guidance service centres. The legislative basis for these was laid down in the Higher Education Act passed in 1998, according to which the public higher education institutions are obliged to offer to applicants, students and other persons information and guidance services connected with the study and future work placement of graduates of study programmes (similar guidance is usually also provided by private higher education institutions). At that time there were already 41 of these institutions in existence. By the end of 2006 their number had risen to77. They provide:

1. Educational guidance before and during the first months of study at a vysoká škola. The guidance service centres help students to choose or to change their branch of studies according to their personal interests and abilities, to work out their study plan, develop study skills they may lack, etc. If the school management so wishes, the centres are involved in admittance procedures, and can set and evaluate tests of study skills or other tests of special abilities.

2. Psychological counselling and psychotherapy throughout studies to help solve study related problems (stress because of failure, frustration due to interpersonal conflicts) and personal ones (stemming from drug or other type of addictions, family disruption, lack of communicative competency, etc.).

3. Vocational and career guidance. Centres put students in touch with future employers, give advice on finding a job, how to plan and shape a professional career, etc. On the request of the school management they can monitor the kinds of job graduates move into.

Academic guidance centres help also avoiding subsequent changes of study programme or fields.

For information on guidance staff see 8.5.

Unemployment among higher education graduates is notably lower than for people with other educational qualifications and they are best placed to find employment. Due to rising skill requirements the labour market is starting to recruit graduates where until recently only secondary education was required.

Most graduates find employment in the field they studied, although this can vary from field to field. Civil engineers show the lowest percentage working in their field, and doctors the highest. Teachers are the most likely to transfer to a different field from that they graduated in. This can be explained primarily by unsatisfactory pay conditions in the education sector.

Important in social terms is the evidence of rapid, sometimes repeated changes of employment at the beginning of a professional career, which have been documented in the case of almost half of all university graduates.

In order to assure the best prospects of graduates on the labour market the cooperation of vysoké školy and industry / target market is supported and is continuously growing.

University graduates normally leave their institutions aware that they must continue to educate themselves even after graduation, and not only in their field. They seek study opportunities in various forms of further education or re-training courses, many of which are provided by Centres for Distance Learning or Lifelong Learning at a higher education level.

The development of talented students is not institutionalised and mostly takes the form of various competitions for the best undergraduate or graduate work. The winners of these competitions receive financial rewards. Such competitions are held not only by vysoké školy or the Ministry of Education, Youth and Sports, but also by non-educational establishments such as the Academy of Science of the Czech Republic, scientific societies of the Academy of Science, the Learned Society of the Czech Republic, the Czech Literary Fund and the Czech Music Fund, and various foundations. Vysoké školy can also support talented students through Development Programmes of the Ministry, but they rarely use this opportunity.

Bibliography: Counselling Services at Czech Universities
Bibliography: Poradenství na vysokých školách
Bibliography: Postavení vysokoškoláků a uplatnění absolventů vysokých škol na pracovním trhu 2007
Bibliography: Uplatnění absolventů škol na trhu práce 2006

Institutions: Academy of Sciences of the Czech Republic
Institutions: Nadace Český hudební fond
Institutions: Nadace Český literární fond
Institutions: The Learned Society of the Czech Republic

6.17. Private Education

For quantitative data on private vyšší odborné školy and vysoké školy see 2.9.2.

As higher education and education at vyšší odborné školy are regulated by different Acts and regulations, they are described separately in sub-sections 6.17.1. and 6.17.2.

6.17.1. Tertiary professional education

Private vyšší odborné školy follow the rules set for private education up to the upper secondary level (see 5.19.).

For financing private and denominational vyšší odborné školy funding see 5.19.3.

Natural persons, joint stock companies, limited companies, unincorporated associations, foundations and the like, may establish vyšší odborné školy.

6.17.2. Higher education

The Higher Education Act of 1998 enabled the establishment of private vysoké školy and these have emerged rapidly since 1999. Usually, their founders have already had some experience with operating private střední školy, vyšší odborné školy or industrial institutes. All private vysoké školy are non-university institutions except two (see 6.5.2.1.) and at present outnumber the public institutions. By the end of 2007 state approval had been granted to 43 institutions, out of which one has ceased to exist so far because it merged with a public vysoká škola. For technical reasons, only some institutions register students (see 6.19.4.).

Under the Higher Education Act, only a legal entity with a registered office or with the main seat of their entrepreneurial activity in the territory of one of the EU states, or a legal entity which was established in accordance with the legislation of any EU member state which has been granted state approval by the Ministry of Education on the recommendation of the Accreditation Commission may operate as a private vysoká škola. Apart from the usual formalities, an application for state approval must include the following: a long-term plan for educational and scientific, research, developmental, artistic or other creative activities of the private institution, information on how its operations will be provided for in terms of finance, material, personnel and information, proposals for study programmes and for study regulations governing the institution's operations and the status of the members of the academic community.

The private companies usually have the status of a joint stock company, a limited company or a beneficiary corporation.

A private vysoká škola is obliged to submit an annual report on its activities to the Ministry of Education and if it has received a state subsidy, also an annual report on the management of these funds. It is also obliged to publish its long-term plan for educational and creative activities and to up-date this annually, to publish a list of accredited study programmes and fields of study in which it is authorised to perform procedures for appointment venium docendi and for appointment to a professorship. (Until the end of 2007 no private vysoká škola has got this authorisation.)

If a private vysoká škola violates its legal obligations, if it has no accredited study programme or if has had accreditation of more than two study programmes withdrawn, its state permit can be withdrawn.

A majority of private vysoké školy are non-university type institutions, accreditation is mainly for Bachelor's programmes. In 2007 all 43 institutions have accredited Bachelor's programmes, 16 of them have accredited Master's programmes and two of them doctoral programmes (both are universities – see 6.5.2.1.).

The most common branches of study at private vysoké školy are economics, banking and business (more than one quarter of all students), while other frequent areas include technical fields, hotel and tourism studies, law, administration and art (all around 10%).

Financing of private higher education

Under the terms of the Higher Education Act, a legal entity authorised to operate as a private institution of higher learning is obliged to secure funds for its educational and scientific, research, developmental, artistic or other creative activities.

If a private vysoká škola has charity status, it may receive a state subvention from the Ministry of Education to support the development of accredited study programmes and lifelong learning programmes together with the related scientific, research, development, artistic or other creative activities. All private vysoké školy may obtain a subvention to cover social grant and accommodation support (see 6.8.2.). The Ministry can provide a subsidy to a former private vyšší odborná škola, which received subventions as such, which organises a study programme that is considered to be in the public interest relating to the entry of graduates into the labour market and has negotiated this with the

Ministry of Labour and Social Affairs and the region. A subsidy can be allocated to the creative activity linked to this programme. The application must include the amount of fees. There is no automatic right to such a subsidy and a majority of private vysoké školy do not receive it.

In 2007 a subsidy for supporting study programmes was not granted as the relation to the European law which limits the State intervention into the economic competition has not been clarified.

Private vysoké školy set study fees in their internal regulation, even for the standard length of study. These fees are not regulated by law or other legislation.

Legislation: Rules for providing subsidies to public higher education institutions

Bibliography: Národní politika výzkumu a vývoje ČR na léta 2004-2008

6.18. Organisational Variations and Alternative Structures

Due to differences between forms of study at vyšší odborné školy and vysoké školy, they are described separately in sections 6.18.1. and 6.18.2.

6.18.1. Tertiary professional education

Education at vyšší odborné školy is organised as day or evening attendance, as distance, e-learning and combined forms of education. Education attained in all forms of education is equal.

For the day form of education the lessons are organised regularly every day within a five day school week during the school year; evening lessons are held regularly several times a week for 10 to 18 lessons a week during the school year, usually in the afternoon and evening. Distance study is understood as self-learning supported by 200 to 220 consultation hours during the school year; e-learning is self-learning mainly via or only via information technologies or supported by individual consultation; and the combined form is education using day and other forms of education.

Distance, evening, e-learning, or combined forms of education can be up to one year longer than the period of day form of education.

Vyšší odborné školy can co-operate with vysoké školy (see 6.18.2.).

Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

6.18.2. Higher education

Education at a vysoká škola may be full-time (daily) course or e-learning course or combination of both.

Besides accredited study programmes, vysoké školy can organise lifelong education (fees are usually charged for these courses), which can include professionally oriented or special interest programmes (e.g. university of the third age). Internal rules of individual institutions specify the conditions of lifelong education courses. In keeping with the Higher Education Act, participants in lifelong education are not seen as students as such.

According to the 2001 Amendment to the Higher Education Act vysoká škola can recognise up to 60% of credits needed to complete a study programme to successful graduates of lifelong education within the accredited study programmes if they become students in the meaning of the Act.

Vysoké školy also offer courses to prepare for entry examinations.

Substantial attention is given to the development of distance forms of higher education studies. Distance study is offered at 23 higher education institutions in form of common study programmes as well as various courses. Information, coordination and methodical support to this type of education is provided by the National Centre for Distance Education which is a part of the centre for Higher Education Studies.

Vysoké školy carry out many Bachelor's programmes in co-operation with vyšší odborné školy. In April 2007 19 Bachelor's programmes in 46 specialisations which were organised jointly at 27 vyšší odborné školy and 11 vysoké školy were accredited.

Vysoké školy run a large number of doctoral programmes in collaboration with the institutes of the Czech Academy of Sciences due to a long history of scholastic activities in those institutes.

Legislation: Act on Higher Education Institutions (the Higher Education Act)

Bibliography: Národní politika výzkumu a vývoje ČR na léta 2004-2008

Institutions: Academy of Sciences of the Czech Republic
Institutions: National Centre for Distance Education, CHES

6.19. Statistics

Please refer to the subdivision for more details.

Bibliography: Statistická ročenka školství 2006. Zaměstnanci a mzdové prostředky
Bibliography: Statistická ročenka školství 2006/2007. Výkonové ukazatele
Bibliography: Vývojová ročenka školství v České republice 2001/02-2006/07

Institutions: Institute for Information on Education

6.19.1. Applicants for study at tertiary education institution

Applicants for study at tertiary education institution (vysoké školy**,** vyšší odborné školy**), relative indicators**

	2001/02	2004/05	2007/08
Successfulness* – whole tertiary education	64.8%	67.9%	75.4%
of which vysoké školy	57.9%	63.3%	71.9%
… of which public vysoké školy	56.2%	60.2%	67.6%
… of which private vysoké školy	92.6%	96.7%	93.9%
of which vyšší odborné školy	78.7%	76.0%	87.4%
Number of appointees students – whole tertiary education	64 001	83 108	103 529
of which vysoké školy	52 527	72 199	92 727
… of which public vysoké školy	49 820	65 694	79 378
… of which private vysoké školy	2 760	6 592	13 595
of which vyšší odborné školy	11 803	11 300	11 342
Proportion of enrolled applicants to present/day form of study to population of 19-year – whole tertiary education	38.3%	48.5%	55.9%
of which vysoké školy	31.1%	41.4%	49.8%
of which vyšší odborné školy	7.6%	7.5%	6.5%
Proportion of enrolled applicants to present/day form of study to the new leavers of day form secondary education completed with the maturitní zkouška examination – whole tertiary education	73.1%	80.4%	85.5%
of which vysoké školy	59.5%	68.7%	76.1%
of which vyšší odborné školy	13.8%	11.7%	9.9%

Source: Institute for Information on Education

* Number of enrolled/ number of applicants present in enrolment proceedings.

** 19-year population to 31 December.

6.19.2. Vyšší odborné školy

Vyšší odborné školy **– number of schools, students, teachers and relative data**

	2004/05	2005/06	2006/07	2007/08
School	170	168	174	177
Students (all forms of study)	29 759	28 792	27 650	28 774
from those women	20 668	20 265	19 788	20 529
Students in day form of education	25 033	23 881	22 696	22 295
Students in other forms of education	4 641	4 911	4 954	6 479
Newly admitted to first year (all forms of study)	11 276	11 341	11 052	11 975
from those women	7 803	7 886	7 837	8 083
Number of completed studies (all forms of study)*	6 925	7 989	7 521	6 233
from those women	5 139	5 773	5 389	4 384
from those women (in %)*	74.2	72.3	71.7	70.3
Students in day form of education per school**	147.3	139.7	133.5	126.0
Teachers (FTE)**	2 261.5	1 922.6	1 792.2	1 799.0
Students in day form of education per teachers (FTE)**	11.1	12.4	12.7	12.4

Source: Institute for Information on Education

* For previous school year.

** Number of teachers includes also those teaching in other forms of study.

6.19.3. Vyšší odborné školy - core branches

Vyšší odborné školy – **most frequent core branches (2007/2008)**

Core branches	Schools	Students		Graduates*	
		Total	Women	Total	Women
Day form of education (21 fields)	170	22 295	16 019	6 233	4 384
Economics and administration	37	3 976	3 155	1 096	875
Health care	31	4 762	4 190	637	490
Pedagogy, teaching and social care	24	3 035	2 778	750	692
Gastronomy, hotel trade and tourism	13	1 779	1 467	504	420
Justice, legal administration	12	1 520	1 193	457	354
Electrical engineering, telecommunication and computers	19	1 398	149	396	51
Other forms of study (16 fields)	68	6 479	4 510	923	711
Pedagogy, teaching and social care	15	1 528	1 417	196	182
Economics and administration	17	1 124	837	165	128
Justice, legal and public administration	14	1 643	1 010	234	193
Health care	12	957	617	198	143

Source: Institute for Information on Education

* Number of graduates in the previous year.

6.19.4. Number of vysoké školy

Number of vysoké školy

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Public	23	24	24	24	24	25	25	25
State	4	4	4	4	2	2	2	2
Private*	8	17	27	28	36	39	38	43
Total	35	45	55	56	62	66	65	70

Source: Institute for Information on Education

* Only institutions which registered students. Number of accredited institutions was higher. (Data always relate to 31 October.)

6.19.5. Students of vysoké školy

Students of the vysoké školy **in physical persons (without interrupted studies), all forms of education, without state schools**

	2005/2006			2006/2007			2007/2008		
Students	Total	Women	Women (%)	Total	Women	Women (%)	Total	Women	Women (%)
Total	289 838	150 836	52.04	316 456	167 984	53.08	344 180	185 948	54.03
of which at									
public vysoké školy	265 460	136 579	51.45	285 111	149 377	52.39	303 731	161 556	53.19
private vysoké školy	24 645	14 405	58.45	31 698	18 794	59.29	40 939	24 658	60.23
Full-time (daily) form	222 309	115 848	52.11	236 819	125 719	53.09	250 269	134 891	53.90
Bc.	112 829	55 352	49.06	132 573	66 203	49.94	148 622	76 373	51.39
Mgr. – long study programmes (4 to 6 years)	85 842	49 351	57.49	72 683	43 993	60.53	59 675	37 478	62.80
Mgr. – short study programmes (1 to 2 years)	16 213	8 713	53.74	24 294	12 918	53.17	34 676	18 346	52.91
PhD.	10 095	3 919	38.82	9 940	4 088	41.13	10 030	4 281	42.68
Other forms of study	69 909	36 372	52.03	82 458	43 949	53.30	97 283	53 183	54.67
Bc.	42 267	22 524	53.29	50 740	27 756	54.70	60 723	34 162	56.26
Mgr. – long study programmes (4 to 6 years)	7 734	4 933	63.78	6 889	4 641	67.37	5 870	4 184	71.28
Mgr. – short study programmes (1 to 2 years)	7 872	4 425	56.21	11 674	6 595	56.49	16 912	9 663	57.14
PhD.	12 308	4 630	37.62	13 457	5 111	37.98	14 164	5 376	37.96

Source: Institute for Information on Education

Note: Overall numer of students need not necessarily be equal to the sum of these in individual forms and types of study programmes, groups of study programmes or national citizenship. Student is included only once in the sum irrespective of the numer of his/her studies in various forms and types of study programmes.

6.19.6. Academic staff at public vysoké školy

Academic staff at public vysoké školy

	2001	2002	2003	2004	2005	2006	2007
Average, full time equivalent*	29 299.2	29 559.5	30 268.9	30 767.3	31 760.1	31 889.7	32 336.2
of which academic staff	13 641.1	13 846.1	14 220.4	14 622.8	15 015.9	15 524.2	16 525.9
of which							
- profesoři	1 336.3	1 415.1	1 523.8	1 639.7	1 708.3	1 779.5	1 830.6
- docenti	3 200.9	3 219.7	3 233.0	3 233.3	3 272.0	3 330.3	3 357.6
of which researchers	1 321.7	1 428.3	1478.3	1 422.4	1 704.8	1 935.6	1 758.9

Source: Institute for Information on Education

* Including staff working in halls of residence, students' cafeterias, people working in school farms and forestry, research and development experts; data of a calendar year.

Glossary terms used in Table: profesoři, docenti

6.19.7. Participation rate in higher education

Participation rate in higher education by age and gender (all study forms, public and private vysoké školy) in %

	2004/2005			2005/2006			2006/2007			2007/2008		
Age	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
17 and younger	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.0	0.1
18	0.5	0.4	0.5	0.5	0.6	0.5	0.6	0.6	0.6	0.7	0.8	0.7
19	15.0	18.8	16.9	15.5	20.1	17.8	16.5	22.0	19.2	16.8	23.4	20.1
20	26.2	30.6	28.4	27.4	33.0	30.1	28.6	35.8	32.1	30.2	38.0	0.1
21	25.3	30.0	27.6	25.6	32.0	28.7	27.3	34.8	30.9	28.3	37.4	0.7
22	24.2	28.0	26.0	24.0	29.8	26.8	24.7	32.3	28.4	26.5	34.7	34.0
23	19.8	21.6	20.7	22.4	26.1	24.2	22.8	28.6	25.6	24.1	31.4	32.7
24	15.0	14.7	14.9	16.7	17.6	17.1	19.2	21.8	20.5	19.8	24.1	30.5
25	11.7	10.5	11.1	11.5	11.1	11.3	13.1	13.4	13.2	14.5	15.9	15.2
26	8.7	7.4	8.1	8.3	7.5	7.9	8.6	8.6	8.6	9.5	9.7	9.6
27	6.2	5.3	5.8	6.3	5.7	6.0	6.7	6.4	6.5	6.7	6.9	6.8
28	4.9	4.0	4.4	4.7	4.3	4.5	5.4	5.1	5.2	5.6	5.5	5.5
29	3.7	3.1	3.4	3.7	3.3	3.5	4.2	4.0	4.1	4.5	4.5	4.5
30-34	2.5	2.1	2.3	2.3	2.1	2.2	2.6	2.5	2.6	3.8	2.8	2.8
35-39	1.5	1.2	1.2	1.2	1.4	1.3	1.4	1.7	1.5	1.6	2.0	1.8
40 and older	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.3	0.3	0.2	0.5

Source: Institute for Information on Education

6.19.8. Structure of students by nationality and study programmes

Structure of students by nationality and study programmes in %

	2003/2004		2004/2005		2005/2006		2006/2007		2007/2008	
Students*	CZ citizens	Foreigners	CZ citizens	Foreigners	CZ citizens	Foreigners	CZ citizens	Foreigners	CZ citizens	Foreigners
in full-time (daily) form	93.29	6.72	93.29	6.72	92.64	7.36	92.24	7.77	91.74	8.27
Bc.	94.03	5.97	94.03	5.97	93.56	6.44	93.19	6.81	92.76	7.24
Mgr. – long study programmes (4 to 6 years)	92.70	7.31	92.70	7.31	91.53	8.47	90.49	9.51	89.06	10.94
Mgr. – short study programmes (1 to 2 years)	94.46	5.55	94.46	5.55	94.03	5.97	94.27	5.74	93.59	6.42
PhD.	91.36	8.64	90.43	10.15	89.91	10.09	87.79	12.21	86.38	13.62
in other forms of study	94.57	5.43	94.57	5.43	93.27	6.73	92.92	7.08	92.77	7.23
Bc.	93.50	6.50	93.50	6.50	92.18	7.82	92.31	7.69	92.73	7.27
Mgr. – long study programmes (4 to 6 years)	98.69	1.31	98.69	1.31	98.15	1.85	97.68	2.32	97.19	2.81
Mgr. – short study programmes (1 to 2 years)	96.76	3.24	96.76	3.24	94.00	6.00	92.05	7.95	33.73	0.98
PhD.	93.82	6.18	93.82	6.18	93.61	6.39	93.33	6.67	92.58	7.42

Source: Institute for Information on Education

* Data correspond to study, not physical persons. If a student is enrolled in two programmes, he is counted twice.

6.19.9. Structure of graduates by groups of study fields

Structure of graduates by groups of study fields, all forms of study (2006/2007)

Study programmes groups	Number of graduates	Proportion of total number	Women	Proportion of women in the programme group (%)
All fields total*	63 473	100.00%	35 466	55,88%
Natural sciences	4 885	7.70%	2 325	47,59%
Technical sciences	15 608	24.59%	4 029	25,81%
Agriculture and forestry, veterinary	2 650	4.17%	1 512	57,06%
Health care, medicine and pharmacy	3 826	6.03%	2 985	78,02%
Humanities and social sciences	8 916	14.04%	6 065	68,02%
Economics and administration	15 169	23.90%	9 855	64,97%
Justice, legal and public administration	2 210	3.48%	1 188	53,76%
Pedagogy, teaching and social care	8 933	14.07%	6 762	75,70%
Art and culture	1 481	2.33%	884	59,69%

Source: Institute for Information on Education

* Estimates of graduates (physical persons) of the public and private vysoké školy without state vysoké školy.

6.19.10. Percentage of people with higher education in population

See 1.7.4.

6.19.11. Unemployment of graduates of vyšší odborné školy

Unemployment of graduates of vyšší odborné školy

	2001	2002	2003	2004	2005	2006	2007
Unemployment of graduates of vyšší odborné školy	8.0	9.9	10.6	9.4	8.2	5.9	4.2

Source: Institute for Information on Education

Note: Data refer to April of the relevant year and indicate the unemployment of graduates of the previous school year.

6.19.12. Unemployment of graduates of vysoké školy

Unemployment of graduates of vysoké školy

	2000	2001	2002	2003	2004	2005	2006	2007
Unemployment of graduates of vysoké školy	5.4	5.0	6.4	6.9	5.8	3.8	3.3	3.6

Source: Institute for Information on Education

Note: Data refer to April of the relevant year and indicate the unemployment of graduates of the previous school year.

6.19.13. Lifelong learning at vysoké školy

Lifelong learning at vysoké školy – number of studies

	2004/2005*			2005/2006**			2007/2008***		
	Total	Women	Women %)	Total	Women	Women (%)	Total	Women	Women %)
In whole lifelong learning	38 393	24 888	64.8	40 064	24 946	62.3	43 659	28 440	65.1
of which in distance form	10 177	6 489	63.8	9 389	5 985	63.7	12 003	7 021	58.5
of which at public vysoké školy	35 055	22 658	64.6	36 688	22 717	61.9	39 731	26 202	65.9
of which the study for acquiring teaching qualification	6 594	4 426	67.1	6 083	4 256	70.0	6 445	4 404	68.3
of which the study for extending teaching qualification	4 768	3 668	76.9	6 293	4 687	74.5	5 856	4 693	80.1
of which other types****	27 031	16 794	62.1	27 688	16 003	57.8	31 358	19 343	61.7
Leavers – completed studies	16 997	10 468	61.6	15 491	8 854	57.2	16 487	10 159	61.6

Source: Institute for Information on Education

* Data from 1 November 2004 to 31 January 2005.

** Data from 1 November 2005 to 31 January 2006.

*** Data from 1 November 2006 to 31 January 2007.

**** E.g.: University of the Third Age, study of chosen subjects, retraining courses, etc.

7. CONTINUING EDUCATION AND TRAINING FOR YOUNG SCHOOL LEAVERS AND ADULTS

The form and extent of continuing education and training are determined by the existing knowledge base of the population (see 1.7.4.), by the needs of the national economy and not least by the extent to which these needs are reflected in legislation, public administration and the education system, by employers and by citizens themselves.

Continuing education is provided in the following areas:

- general education, for a small minority who have not reached the desired level of initial education, in preparatory courses for entrance examinations to secondary schools, to higher educational institutions, and in language education;
- further vocational education and training. This offers the opportunity to acquire, broaden or complete qualifications or to retrain, which is most often used in cases of unemployment; in specified professions (e.g. in medicine and several technical professions) employees are obliged to update their knowledge and skills and, in defined periods, pass exams set by special legal rules;
- civic/special interest education, to satisfy people's political, historical and cultural and the similar interests.

Continuing education and training is provided by schools, including vysoké školy, by employers, public administration and self-governing bodies and by their educational institutions, by non-governmental non-profit organisations including professional and commercial organisations.

Until recently education leading to a certificate on attained educational level offered by schools (in case of adults usually in a part-time form), and education not leading to a recognised educational qualification which were provided by non-school institutions, later on also by schools, were distinguished. Since 2006 a new system has been implemented. It makes possible to attain a recognised qualification not only by school education, but also by continuing education (or practice), subsequently after a successful examination this qualification is recognised as equal to education attained in initial education at schools. For more see 7.2.

7.1. Historical Overview

Initially, adult education was a matter of individual initiative. At the beginning of the 20th century trade organisations in certain professions (e.g. medical) or fields (e.g. agriculture) became the main providers of such education and schools have also provided it to a certain extent.

The period following 1948 saw a boom in adult education, especially its school-based form, due to two factors of post-war development. First, the re-structuring of the economy required a different workforce structure, and second, many people were prevented from continuing their career for political reasons and had to be replaced by others. Selected "workers" were allowed to take up regular full-time studies, and even more importantly, there were new possibilities for employed people to study at secondary schools or universities. There were two options for this on-the-job-training: evening classes or distance learning, with attendance being limited to monthly consultations. These courses used the analogous curricula as regular full-time study and graduates received the same certification as graduates from full-time courses. Participation in such programmes was conditional on the consent of employers, but employers were obliged to provide their employees with study leave as specified by the law. Learner numbers on these courses were remarkably high also later on. They reached their peak at the beginning of the 1960s, when adults made up 22% of all upper secondary school pupils and 37% of all university students. In the 1980s learners in upper secondary on the job training programmes represented 13-15% of all upper secondary pupils, and 20-24% of the total number of students at the tertiary level. Adult education represented a "second chance" for those who had earlier decided not to finish their studies for various personal reasons or those who had been prevented from studying for political reasons which later disappeared.

In-company training was also widespread; it was easy to organise because of the high number of enterprises with their own education departments. In addition to vocational training, in-house foreign language courses and political training were organised by enterprises.

Alongside educational institutions (language and art schools), personal development education for the general public was organised by libraries (lectures on literature, philosophy, art etc.), Svazarm (Union for Co-operation with the Army which offered, for example, driving and flying courses), trade unions, party organisations (political training) and educational institutions run by local government bodies (which offered foreign languages, typewriting, computing and fine art courses as part of their community services) for fees that were kept low by state subsidies.

The whole area of further education, in both the professional and personal development spheres, has been deeply affected by the social and political changes following 1989. The transformation of the economy brought a decrease in the GNP, changes in the structure of industry and enterprises, in the distribution of employment, in the requirements for qualifications, and unclear prospects for future development. This initially had a negative impact on education within organisations and later also in schools, as this was dependent on the interest of the organisations, since enterprises gave their employees study leave.

The number of private education on offer, on the other hand, increased rapidly. The development of commercial adult education is controlled only by the market principles of supply and demand. The supply is very flexible, but suffers from a general lack of co-ordination and an insufficient flow of information. The quality of the education is yet another concern. At first, the demand was aroused by the need to compensate for the insufficient access to education under the previous political system. Nowadays, it is stimulated by the changing labour market, but at the same time it is impaired by a lack of knowledge about present and future educational needs.

Education associated with employment policy, especially retraining, is a new and less spontaneous phenomenon. Legislation relating to this dates from 1991 and the National Employment Scheme approved in May 1999 is a new challenge for its development. Since this year it has been worked out by the Ministry of Labour and Social Affairs in accordance with the European guidelines. Nowadays this agenda is part of the National Lisbon Programme for 2005-2008.

Information and communication technologies help to create technical conditions for lifelong learning and for adult education. The underlying principles of the State Information Policy in Education were approved by the Government in April 2000. In the course of its implementation, by the end of 2005, almost all základní školy and střední školy had been equipped with computers, 98% of schools were connected to the Internet in this year, half of them with high-speed connection. Schools should be used for provision of information literacy among adults.

In 2004-2006 the National Programme of Computer Literacy for the wider public has been organised by the Czech Ministry of Informatics. Courses of basic computer literacy took place at more than 200 places in the Czech Republic. These were two hour courses and one was a follow of the other. They were focused on learning to manage a computer, connecting to the Internet, the basics of searching on the Internet and working with e-mail. The costs were covered partly by the Ministry of Informatics, partly by business partners and participants (who paid only CZK 100).

Public libraries, of which there are more than 5 700, also contribute to the availability of ICT. Their Internet Access Programme started in 2002 and at the end of 2006 71% of them were connected to the Internet and this process is still continuing.

A relatively low level of participation of citizens of the Czech Republic in further education in comparison with EU countries is a consequence of a high level of participation in secondary education (see 5.21.2.). Nevertheless, increasing participation is necessary due to the dynamic technological and social development which results in the need to change existing qualifications and broaden them with information and communication technologies and knowledge of languages.

Continuing education, adult education, lifelong education and human resources development became subject of many strategic documents (dealing not only with educational matters) and projects which prepare measures for their successive implementation. The first one was the National Programme for the Development of Education in the Czech Republic (the White Paper, 2001). Three key recommendations are as follows:

- to create a legal framework for the development of adult education;
- to develop and introduce a system of financial and non-financial incentives for the development of lifelong learning;
- to establish mechanisms for the systematic development of adult education.

New developing approaches significantly influenced preparation of the Education Act (approved in 2004). Until its approval they have been and still are pushed through the Long-term Policy Objectives of Educational and the Development of the Educational System of the Czech Republic (see 2.6.1.). Other important turning point was the Act on Verification and Recognition of Further Education Outcomes (approved in March 2006) which opened new pathways to attaining qualifications without passing formal education. (For both laws in details see 7.3.1.)

Bibliography: National Programme for the Development of Education in the Czech Republic. White Paper
Bibliography: Národní program rozvoje vzdělávání v České republice. Bílá kniha

7.2. Ongoing Debates and Future Developments

The successive implementation of the Act on Verification and Recognition of Further Education Outcomes of 2006 started in 2007.

The basic tool for its realisation is the National Qualification Framework (NQF) which is a public register of all entire and partial qualifications recognised in the Czech Republic linked with the European Qualification Framework (EQF). Entire qualifications express ability to perform an occupation. Partial qualifications express the ability to perform a work activity, effective on a labour market. They can form a part of one or several qualifications. For every qualification the qualification standard as a structured description of the qualification and assessment standard as a set of criteria and procedures for testing the ability are prepared.

In parallel with the NQF the Ministry of Labour and Social Affairs prepares the National Qualification System (NQS) – a registry of all work position in the Czech Republic, which should function fully in the second half of 2008. This registry was preceded by the Integrated System of Typal Positions (ISTP) as an information system of the world of labour. The interest of employers in the preparation of the NQS is assured through sectoral councils. These are groups of employers and professional associations organized by consortium of the Economic Chamber, Association of Industry and Transport and other players. By the end of 2007 18 sectoral councils for important economic sectors were established; one sectoral council is cross-sectoral. In future the NQS will be a base for updating of the NQF.

The work on the NQF started in 2005. The Ministry of Education, Youth and Sports is the responsible body; the main guarantor is the National Institute of Technical and Vocational Education. It prepares proposal of qualifications in co-operation with experts for individual occupation or professional area in relation to the ISTP (NSQ). Professional organisations, sectoral councils as representatives of employers or important enterprises consider the qualification and assessment standards of individual vocational courses. Approval is given by authorising bodies stipulated by the Act on Verification and Recognition of Further Education Outcomes. These are the ministries and the Czech National Bank together with the Ministry of Education, Youth and Sports.

Standards are prepared to ISCED 3C level. At the end of 2007 standards for 110 entire qualifications and 325 partial qualifications were approved. The Ministry of Education approved 57 partial for 10 entire qualifications for two sectors: the Ministry for Regional Development and the Ministry of Agriculture. In the near future preparation of standards for ISCED level 4 is expected. Within the Bologna process (see 11.3.) preparation of standards for tertiary level (ISCED 5 and 6) started in 2007.

The aim of the NQF is to create an environment that will support comparability of learning outcomes achieved by various forms of education and learning. This will enable the interconnection between initial and further education. The specifying of qualifications in the NQF will influence changes in the branch structure of the upper secondary education, it will be linked with preparation of framework educational programmes, and assessment standards will project on the závěrečné zkoušky requirements in individual fields of education. Qualification standards should become guidelines for

accreditation of further education and retraining courses. There is an effort to harmonise it with the Act on Business Trade.

The development of an efficient system of financial motivation to further education and training on the side of employees and employers remains a challenge.

Legislation: Act on verification and recognition of further education outcomes
Legislation: Act on business trade (Business trade act)

Bibliography: Nezaměstnanost absolventů škol se středním a vyšším odborným vzděláním - 2007

Institutions: Economic Chamber of the Czech Republic
Institutions: Ministry of Labour and Social Affairs
Institutions: Ministry of Education, Youth and Sports
Institutions: National Institute of Technical and Vocational Education

7.3. Specific Legislative Framework

The legal regulation of further education of youth and adults is covered by a range of legal provisions (see 7.3.1.) and different aspects fall under the responsibility of a number of authorities (see 7.3.2.).

7.3.1. Laws in force

The current legislation consists of a number of regulations. Seven types of regulations can be distinguished:

1. The Education Act of 2004, in force since 1 January 2005 was formulated from the standpoint of lifelong learning. In this sense it was amended by the Act on Verification and Recognition of Further Education Outcomes (see point 3). One of the principles of education is the possibility of learning throughout life with an awareness of sharing the responsibility for one's own education. The first of the general aims is "the personal development of a human being who shall possess knowledge and social competencies … for acquiring information and learning in the course of life".

The law introduces several new instruments which aim to improve the accessibility of the education system and have in fact partially regulated further education:

- it newly defines other than full-time forms of education; by way of which adult education leading to recognised level of education is provided (see 7.11.);
- it introduces shortened courses for a holder of a maturitní zkouška certificate to gain an výuční list and shortened courses to complete secondary education with a maturitní zkouška certificate for persons who have a maturitní zkouška certificate in a different field of study;
- it confirms an opportunity to holders of the výuční list to attain the střední vzdělání s maturitní zkouškou by the nástavbové studium (see 7.4.);
- it introduces accreditation of prior learning (including education attained by self-study or practice) in order to be accepted into higher years of school or to be released from instruction;
- it introduces an opportunity to pass individual examinations which are part of the závěrečná zkouška, maturitní zkouška or absolutorium. It is possible to reach a certain level of education without prior education in a střední škola or a vyšší odborná škola after passing examinations in all individual subjects or other compact parts of study. A practical examination can be passed only after practical instruction is completed; it can be waived if the learner proves a relevant experience in the field. Exceptions are fields leading to ability to perform medical professions.
- make provision for further education at schools through courses which do not offer a recognised qualification (vocational courses, courses of individual subjects, specialised courses after a maturitní zkouška.

2. The Higher Education Act includes provision on lifelong learning (for details see 6.18.2.).

3. The Act on Verification and Recognition of Further Education Outcomes was approved in March 2006, but it came into force fully only in September 2007 when an implementary regulation was issued.

It makes provision for

- the National Qualifications Framework as a publicly accessible register of entire and partial qualifications and their standards for qualification and evaluation (for more see 7.2.);
- rules for awarding and withdrawing authorisation for verification of further education outcomes (partial or entire qualifications);
- rights and obligations of further education learners and
- responsibilities of state administration bodies in the sphere of verification and recognition of further education (see 7.3.2.).

The aim of the law is especially:

- to facilitate access to education outside the system of education branches set by the government regulation based on the Education Act and outside study programmes of the vysoké školy;
- to increase motivation for further education;
- to improve the transition to the labour market, especially of the adult population;
- to support consistency and social integration/coherence.

4. Regulations related to the performance of work: the Labour Code, the Employment Law, and related decrees, e.g. the decree of the Ministry of Education, Youth and Sports on the accreditation of provision offering re-qualification opportunities.

The new Labour Code was approved in April 2006, in force from 1 January 2007. In the part Professional Development of Employees it is stated that employees are required to maintain, extend and update their qualifications and employers care for professional development of their employees. a) For employees without qualifications or transferred to another workplace or a new type of work, employers provide training and issue certificates upon completion. b) For graduates who have less than two years of experience the employer assures a vocational practice. c) The employer is entitled to require from the employee to develop the qualification (it involves maintaining and refreshing) and employee is obliged to follow this. d) Upgrading of qualification involves also acquiring or extending the qualification. Costs of point a) to c) are covered by the employer; employee receives a pay leave with average salary or wage. For costs of point d) the same rules are valid only in case that the study (courses or other form of training) is conformed to the relevant needs of the employer. Where the form of vocational training is expensive the employer and the employee can conclude a qualification agreement, which obliges the employee to remain in employment with the employer for a period up to five years (maximum), or reimburse the employer for the costs.

The Employment Act, which is in accordance with EU legislation, was approved in May 2004 and came into force in October 2004. It defines state employment policy, its administrative bodies and other subjects and tools. The framework of pro-active employment policy includes measures for the development of human resources, e.g. courses, retraining, information and guidance.

5. Laws regulating qualification requirements for non-manual jobs: e.g. the Act on Officers of Autonomous Territorial Units and the related decree on the special professional competence of officers of territorial units (both legislations deal with officers' training), laws on courts and judges, on patent representatives, on tax advisers, legislation regulating further education in the health sector, etc. In the education sector it is the Educational Staff Act and decrees on in-service training of educational staff, the Accreditation Commission and career scheme of educational staff. (For more see 8.2.10.) The documents often stipulate special institutions that should provide training or examinations.

6. The Act on Technical Standards and the Law on State Supervision: these form the basis for rules on vocational skills and qualification requirements, regular further training and re-examination of workers. These documents also presuppose specialized institutions for providing training and certification.

7. The Trade Act, which regulates eligibility for regulated trades. The provision of education is not a regulated trade, so the law does not specify any educational, organisational or personnel requirements or conditions. When educational institutions want to offer retraining programmes, these must be accredited by the Ministry of Education, Youth and Sports, and in the case of education as under points 4 and 5, this must be accredited by the relevant ministries (of the Interior, of Justice, etc.) or by other responsible authorities.

For legislative arrangements for leave and reimbursement of wages see 7.9.

Legislation: Decree of the Ministry of Labour and Social Affairs on retraining of job-seekers and employees
Legislation: Decree of the Ministry of Interior on special professional qualification of officials of local self-governing units
Legislation: MEYS Decree on accreditation of establishments for re-training of job seekers
Legislation: Decree of the Ministry of Education, Youth and Sports on in-service training of education staff, Accreditation Commission and career scheme of educational staff
Legislation: Decree of MEYS on details stipulated to carry out Act on verification and recognition of further education outcomes
Legislation: Act on verification and recognition of further education outcomes
Legislation: Act on educational staff and modification of some acts
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)
Legislation: Act on Higher Education Institutions (the Higher Education Act)
Legislation: Act on employment
Legislation: Act on officials of territorial self-government units and on amendment to some acts
Legislation: Labour Code

7.3.2. Effectiveness of administrative bodies

The responsibilities of the Ministry of Education, Youth and Sports in the area of further education were formulated only in general terms. Study leading to a specific qualification in other than a full-time study was always within this Ministry's responsibility. The Ministry has a special power in retraining, where it acts as an accreditation body for retraining programmes.

In 2006 the responsibilities of the Ministry of Education were extended: it continues to coordinate the activities of other ministries, other central state bodies and chambers in the system of recognition of qualifications according to Act on Verification and Recognition of Further Education Outcomes. It approves, changes and cancels the list of entire and partial qualifications in the National Qualification Framework (NQF) which is managed and published by the National Institute of Technical and Vocational Education. It approves, changes and cancels qualification and assessment standards. The Ministry of Education established an advisory body for this area: the National Council for Qualifications.

The Ministry of Labour and Social Affairs is responsible for designing of the National Qualifications System (NQS) – a database, which will reflect the situation on the labour market and will be a mediator for communication on qualification demands between the education sphere and social partners (see more in 7.2.). Further it guarantees the state employment policy, while other bodies active on the labour market take part in it – especially employers and trade unions. The Ministry of Labour and Social Affairs administers and provides means for its implementation and guarantees national funding of measures in the sphere of employment and development of human resources, which are included in the European Social Fund programmes. Its Employment Services Administration section has been charged with achieving objectives in the employment area.

The Ministry of Labour and Social Affairs is responsible for labour offices which perform state administration in the employment area (for more see 7.15.).

The Ministry of Industry and Trade is concerned with increasing the competitiveness of industry through programmes within the Sectoral Operational Programme, "Business and Innovation" (2007-2013) which is part of the Framework Programme "Competitiveness and Innovation". Its tasks involve among others support for introducing new technologies, including retraining of employees and securing access to ICT.

The Ministry of Culture is one of the central state authorities for media, libraries and cultural education In this domain it does some work with regional authorities and allocates some resources for those activities.

All ministries are responsible for vocational training in regulated professions within their sectors. Further more by the Act on on Verification and Recognition of Further Education Outcomes they are

the authorising bodies: they award authorisation to certify and recognise further education outcomes and participate on preparation of qualification and assessment criteria in their relevant areas.

Following the division of competences of individual levels of the state administration, regions have basic responsibilities in education including adult education, among others because they are founders of the střední školy and the vyšší odborné školy.

Communities have an important role in education as the bodies responsible not only for the základní školy, which can offer space for adult education, but also for a great number of museums, galleries, libraries and culture centres, which traditionally organise public education activities.

The governmental advisory bodies have an important role in lifelong learning besides mentioned administrative bodies. It is above all the Council of Economic and Social Agreement and social partners. In regions the Councils for Human Resources Development (with advisory function) are established. At the central and regional level there are also economic chambers (for more information on all mentioned institutions see 2.7.2.).

Institutions: Ministry of Labour and Social Affairs
Institutions: Ministry of Education, Youth and Sports
Institutions: National Institute of Technical and Vocational Education

7.4. General Objectives

Specific types of further education and adult education which have often existed for a long time have their aims formulated in different levels of detail. Education providing level of education which is organised by schools under the Education Act has the objectives identical with full-time education in relevant fields of study; it differs only in its form or length. The term further education is used for individual examinations and courses organised by schools.

Courses offering basic education are open to persons without the základní vzdělání it means to those who finished their compulsory attendance at a základní škola before completing the final year. (It is estimated that around 3.5% of the population falls into this category.) A certificate can be obtained without attending a course by passing examinations.

Courses for completing základy vzdělání are intended for people with severe learning difficulties who have not yet attained that level.

Upper secondary adult education organised by schools is generally vocational. In general it is intended to offer people a second chance. It provides a defined level of education, with aims that are identical to those of full-time study. It is organised in other than full-time form (see 7.11.) or in another educational pathway. As those pathways follow a certain type of secondary (upper secondary) education, the international standard ISCED classifies them as postsecondary level 4. They include nástavbové studium and shortened courses.

After having attained střední vzdělání s výučním listem (ISCED 3C) it is possible for someone to upgrade their qualification in nástavbové studium and complete their střední vzdělání s maturitní zkouškou (ISCED 4A). This education is provided by upper secondary schools which organise education aiming at střední vzdělání s maturitní zkouškou in the relevant field of study. Nástavbové studium extend the opportunities offered by the education system. They are typical second chance education, including full-time study over a term of two years. Interest in these is due to the fact that the maturitní zkouška certificate is a condition for several trades, and for access to tertiary education.

The newly introduced shortened courses for holders of střední vzdělání s maturitní zkouškou are also at the postsecondary level and lead to extension of the qualification. They can be of two types:

- one provides střední vzdělání s výučním listem (ISCED level 4C);
- the second provides střední vzdělání s maturitní zkouškou in another field of study, ISCED level A4.

Both types of education are organised by schools which provide regular full-time education in the relevant fields of study.

The majority of people attend courses at ISCED level 3A and 4 (mainly in vocational and technical branches, not in general branches) and ISCED 5. This is because the overwhelming majority of young people successfully complete compulsory education so that the number of those at ISCED level 2 who are following a second chance option is very low. ISCED level 3C was always widely available, which is why the number of those studying at this level under the second chance option as adults is also insignificant. Secondary education provided in other than a full-time form for adults is attended by more than 6% of all learners at this educational level. Post-secondary education in other than a full-time form is attended nearly by 54% of all learners at this educational level. For statistical data see 7.17.1.

Language and culture education organised by schools under the Education Act has the objectives identical with objectives of the relevant level of mainstream education.

A special type of further education, which is considered as a study, are one-year full-time foreign language courses provided by accredited institutions for people who hold a maturitní zkouška certificate.

The Education Act uses the term further education at schools both for courses and for sitting for individual subjects examination or sitting for examinations, which are part of the závěrečná zkouška, maturitní zkouška or absolutorium.

Courses organised by střední školy and vyšší odborné školy provide education which is not completed with a recognised qualification, these are mainly vocational. They aim to complement general and vocational knowledge and skills needed for a job performance (vocational courses and courses in individual subjects), or extend existing qualification (specialised courses after maturitní zkouška).

The Act on Verification and Recognition of Further Education Outcomes defines further education as any education that is not an initial education. The National Qualification Framework stipulated by this law and since 2007 under preparation brings a new form of defining further education objectives (see 7.2.).

Retraining is one of the tools of active employment policy. In general, it focuses on the adaptation of the labour force to changes in the labour market, i.e. to acquire a new qualification or upgrade, extend, deepen or update existing qualifications. Most participants are employment seekers registered with labour offices and in these cases the general objective is employability, with the concrete aim of preparing them for a certain job, of supplying them with certain skills required by the labour market.

Retraining of job seekers and employees is provided by

- educational programmes of normal vocational education;
- special programmes for acquiring specific job skills;
- educational activities under international programmes;
- educational programmes focused on job seekers who are in priority groups under the Employment Act (disabled persons, young people up to 25 years of age, people over 50 years of age, women caring for children, and long-time unemployed);
- other educational activities aimed at acquiring new qualifications or extending existing ones.

Specific provisions for young people or for fresh school leavers, for those who re-enter the labour market after a break caused by maternity leave or other reasons, as well as measures which should stimulate the demand for further education are still in their early stages. Since the beginning of 2004 all labour offices have launched as part of an active employment policy "First Opportunity" programmes intended for young job seekers up to 25 years of age in their first 6 months of unemployment, and the "New Start" scheme intended for adults over the age of 25, who have been unemployed for less than12 months (see 7.15.).

Sectoral training with a high level of obligation or with regular re-examinations for workers is typical in some sectors where there is continuous innovation (traditional examples are medicine and the health service as a whole and a range of technical professions) or for some employers (in education – see 8.2.10., the judiciary, banking, public administration). Compulsory training takes place in the cross-sectoral fields of occupational safety and fire protection and also in some occupations, for example special technical professions.

In-company training is aimed at improving current performance or at the introduction of new tasks within the organisation. It is usually divided hierarchically (for management and for employees).

Civic education helps people to adapt to historical and social changes (e.g. joining the European Union). Special interest education is generally of a cultural nature and has a long tradition in the Czech Republic.

Legislation: Act on verification and recognition of further education outcomes
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

7.5. Types of Institution

Further education is provided by:

- základní školy which organise mainly courses for people who have not yet completed their základní vzdělání;
- střední školy and vyšší odborné školy;
- language schools;
- základní umělecké školy;
- vysoké školy;
- firms/organisations (enterprises, institutions, government departments, etc.), which provide education primarily for their employees, either by their own lecturers/institutions or (mainly) by purchasing this training from specialised lecturer or institutions (schools, not-for-profit or commercial organisations);
- not-for-profit organisations: sectoral educational institutions, foundations, churches, trade unions, professional associations, political parties, cultural institutions (museums, galleries, libraries, houses of culture);
- commercial educational institutions; schools can also organise educational courses on a profit basis.

The majority of organisations of all the above types are small.

Generally speaking, it is not possible to connect a type of institution with a particular field. The exception is schools that maintain a general profile and sectoral or professional institutions.

A special group of institutions are retraining establishments, i.e. those of named institutions which were granted accreditation from the Ministry of Education, Youth and Sports to provide retraining. They are:

- establishments accredited as institutions;
- educational or health establishments which have accreditation for educational programmes;
- company training departments.

Labour offices (see 7.15.) play a significant role in the organisation, orientation (and financing) of some aspects of further education. Firms and schools may also organise educational activities in cooperation with labour offices and receive financial contributions from them.

Since half of 2007 a new type of institutions has been established that will participate in further education. These are the so-called authorised persons (physical or legal) who were authorised to carry out examinations to verify the level of attained skills according to the National Qualification Framework; they issue a certificate on attained skills. Schools prevail among the so far authorised persons. The decision on awarding (extending time of validity) and withdrawing the authorisation is in the responsibility of the so-called authorising bodies, e.g. administrative bodies charged to decide on authorisation within their sphere of activity.

There are also some non-governmental associations that participate in the development and co-ordination of adult education e.g.:

- The Asociace institucí vzdělávání dospělých České republiky (Association of Adult Education Institutions of the Czech Republic) was founded in 1997. This association protects the interest and needs of its members, ensures the professional quality of its members and the services they provide, and collaborates with state bodies in the preparation and implementation of legislation on adult education. It has 130 collective members and publishes a quarterly review "Andragogika".

- The Asociace univerzit třetího věku (Association of Universities of the Third Age) founded in 1993, which initiates the establishment of Universities of the Third Age and co-ordinates their activities. It has more than 40 members (universities or their faculties).
- The Národní centrum distančního vzdělávání (National Centre of Distance Education) has existed since 1995 as part of the Centre for Higher Education Studies (see 2.6.1.). Its task is to support the development of distance education and use of ICT in teaching.

The Národní vzdělávací fond (National Training Fund) founded in 1994 with the help of the PHARE programme also fulfils an important role. Its main objective is to enhance and upgrade the country's human resources potential. Its activities include analysing the state of education and its specific elements, with an emphasis on vocational education, creating and supporting educational management programmes, education that raises the quality of public administration, creating a complex and well-organised system of human resources development including guidance and the evaluation of various activities.

Legislation: Decree of the Ministry of Labour and Social Affairs on retraining of job-seekers and employees
Legislation: Act on verification and recognition of further education outcomes

Institutions: Asociace institucí vzdělávání dospělých České republiky
Institutions: Asociace univerzit třetího věku
Institutions: National Centre for Distance Education, CHES
Institutions: National Observatory of Employment and Training, National Training Fund
Institutions: National Training Fund

7.6. Geographical Accessibility

Because of the dense network of schools, the geographical accessibility of further education provided by schools is relatively good.

In-company or sectoral training most often takes place in workplaces, frequently during working hours.

The accessibility of retraining is secured by labour offices with aim of meeting the needs of applicants.

Commercial educational institutions try to respond to the demand, but the offer is higher.

Cultural institutions are mostly located in bigger communities, but due to the cultural and historical wealth of the country they also exist in many smaller communities.

In general the accessibility is good in cities, problematic in the country.

7.7. Admission Requirements

Clear admission requirements can generally only be stipulated for courses of study leading to a specific qualification.

Admission requirements for other forms of study at the střední školy and vyšší odborné školy offering a specific qualification are usually identical to admission requirements for full-time study of the same level (see 5.7. and 6.6.1.).

The admission requirement for nástavbové studium is a výuční list from a three-year course of study in the relevant field.

The admission requirement for shortened courses is a maturitní zkouška certificate.

Adults are accepted to a základní umělecká škola on the basis of a talent examination and a recommendation from the admission commission (see 4.17.1.).

Language schools authorised to organise state language examinations plan courses and set relevant admission requirements themselves.

The new Education Act introduced a possibility to recognise previous educational attainment, even partially for admission procedure or for receiving certificate on completed study. Previous education has to be justified by documentary evidence of such education or by any other form of proof and must be within ten years of this education being completed. An individual demonstrates the knowledge achieved through such education in an examination specified by the school head. If the education is recognised, the school head can excuse the pupil from lessons and assessment within the scope of the recognised education.

The minimum prerequisite for passing individual examinations is basic education.

In-company or sectoral training, various continuing vocational training and language courses are organised for participants with various entrance levels of education and are individually defined by organisers or educational institutions that offer them.

The same is valid for retraining courses. These are intended for persons with a defined status on the labour market: either the participant is registered as unemployed or the course is prepared for employees of an employer who is changing their work programme.

According to need, courses can be organised for very limited target groups where the admission requirement is social status, e.g. courses to help homeless persons to get out of their situation or courses in prisons.

Admission requirements for interest education only apply in cases when it is organised as continuing education and needs prior knowledge (e.g. musical instrument tuition).

Legislation: MEYS Decree on language schools authorise to organize State language examinations and on State language examinations
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

7.8. Registration and/or Tuition Fees

For adults who study under the Education Act, a course of study which leads to a specific qualification (including the nástavbové studium, shorten courses and courses for gaining základní vzdělání) is free of charge at public schools, although tuition fees are paid at private schools.

Tuition fees are paid at language schools (including public ones) even in the case of one-year full-time foreign language courses. There are also various further education courses which do not lead to a defined level of education offered by schools as paid services, to earn income.

For fees in study programmes at vysoké školy see 6.7.2. Unemployed people registered as job seekers are entitled to attend retraining sessions fully financed by labour offices. Other participants can bear the cost for retraining themselves. If an institution organises retraining sessions for its employees, the costs are covered by the employer; under certain conditions and with written agreement with the labour office, the office can share the costs.

Examinations organised under the Act on Verification and Recognition of Further Education Outcomes are paid for by an amount equal to the sum of the lump compensation necessary for material, information and administrative expenses of the authorised person, if need be of examination board members, and appropriate bonus for the authorised person (examination board members). The amount of the lump sum and bonus is included in the assessment standard of a partial qualification.

The cost of further vocational training of employees under the Labour Code is generally paid by employers. They often co-finance even education which goes behind their requirements (see 7.9.).

Other types of further education – either vocational training or personal development education are fully financed by the participants and the prices are set by the free market. Nevertheless employers contribute financially to some courses (vocational, ICT or language ones) if it is in their own interest.

Legislation: Decree of the Ministry of Labour and Social Affairs on retraining of job-seekers and employees
Legislation: MEYS Decree on language schools authorise to organize State language examinations and on State language examinations
Legislation: Act on verification and recognition of further education outcomes
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)
Legislation: Labour Code

7.9. Financial Support for Learners

People studying on one-year full-time language courses are considered as students and they are eligible for the child benefits and transport allowance if they meet other requirements (see 4.7.). The health insurance is covered by the State until 26 years of age.

Unemployed people registered as seeking work are entitled to attend retraining financed fully by labour offices, which can also cover expenses for transport, accommodation and meals, or personal accident insurance during retraining from state funding for active employment policy. Participants in retraining are entitled to support at the rate of 60 per cent rate of their average monthly net pay in their last employment, to a maximum of 0,65 of average wage. If the participant has not yet worked or cannot justify his or her income, the support is set at 0,14times of the average wage If an employer requires the retraining, they may provide employees with a set amount of leave and monetary compensation.

The costs related to education provided by an employer within the professional development of an employee under the Labour Code are described in more details in chapter 7.3.1.

An independent entrepreneur can include the costs of the examination organised under the Act on Verification and Recognition of Further Education Outcomes into expenses. A tax payer with an income from an employment can deduce it from the tax base; however the maximum amount in both cases must not exceed CZK 10,000.

Legislation: Decree of the Ministry of Labour and Social Affairs on retraining of job-seekers and employees
Legislation: Decree of the Ministry of Education, Youth and Sports and Ministry of Social Affairs on further study, possibly teaching which for obtaining state social benefit and pension insurance are considered to be studies at secondary schools and higher education institutions
Legislation: Act on verification and recognition of further education outcomes
Legislation: Act on public health insurance
Legislation: Labour Code

7.10. Main Areas of Specialisation

Branches of study are referring to the curriculum of secondary education and tertiary education. All other cases are referred to as areas of education.

7.10.1. Branches of study in schools

Basic education

For those who have reached the end of their compulsory school attendance but have not completed basic education, both the základní školy and the střední školy can organise courses aimed at acquiring the základní vzdělání or the základy vzdělání. To run these courses, střední školy must be authorised by the regional authority. The základní školy may be authorised by the community.

Upper secondary, postsecondary and tertiary professional education

Fields of study of upper secondary and tertiary professional education provided in other than a full-time formare identical with full-time fields of study (see 5.11.). They are defined by the government decree on the system of study fields in basic, secondary and tertiary professional education. The decree also lays out the follow-up fields of nástavbové studium. The organisation of adult education depends on the interests of learners, on the long-term policy objectives of regions and on the capacity of schools. The right of a school to offer education on other than a full-time basis or to organise shortened courses or the nástavbové studium begins when this offer is recorded on the school register (see 2.6.1.), which also authorises the numbers of pupils.

Vocational courses, courses of individual subjects and special courses following a maturitní zkouška examination which do not offer a specific qualification are mainly organised in business studies, ICT, management and foreign languages.

If courses organised by an střední škola school or vyšší odborná škola are to be recognised as retraining for unemployed persons registered at labour offices, it has to be by agreement with the relevant labour office and schools must be accredited by the Ministry of Education, Youth and Sports. Schools get accreditation automatically in fields they teach normally, but must apply for it for other fields of study. In general, the fields of retraining courses organised by schools or other institutions are influenced by labour market needs and they change over time and geographical area.

Other education

Other schools provide education according to their specialisations. The most frequent are languages and artistic education.

Language education, subject of the Education Act, is carried out at language schools authorised to organise state language examinations.

Those schools may be divided into departments of individual languages or departments of interrelated languages.

A course is the organizational form of instruction at a language school. Courses may be divided into groups. The highest number of pupils in a group is 18.

A language school can offer the following:

- basic course aimed at the acquisition of language basics in the total amount of 420 lessons;
- intermediate course aimed at perfecting and extending the language knowledge in the total amount of 280 to 315 lessons;
- preparatory courses for the state language examinations;
- conversation courses;
- special courses the content and scope of which shall be specified by the school educational program determined by the language school.

The language school specifies and publicizes the offered courses, criteria for admission and enrolment dates for individual courses.

The organization of a school year at a language school shall proceed similarly to the organization of a school year at the základní školy and the střední školy. See 4.9.1.

Education at these schools and state language examination are charged.

For education in the základní umělecká škola see 4.17.1.

For the vysoké školy see 6.10.2. For lifelong education at the vysoké školy see 6.18.2.

Legislation: Government regulation on fields of studies in basic, upper secondary and tertiary professional education
Legislation: MEYS Decree on language schools authorise to organize State language examinations and on State language examinations
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

7.10.2. Areas of specialisation in other institutions

In addition to schools, further education is provided primarily by employers, sectoral and professional organisations and commercial institutions, which are dealt with in chapter 7.16.

Providers of further education are not obliged to register or to report on the content of the courses, so such information on areas of specialisation as is available comes from surveys. The Czech Statistical Office carries out regular Labour Force Surveys that it passes on to Eurostat: in 2003 it organised an ad hoc survey, the Ad hoc Module of Lifelong Learning. In 2000 the Czech Republic was included in the second phase of the Eurostat research on education in companies – Continuing Vocational Training Survey CVTS 2 with the reference year 1999. It turned out that two thirds of the companies had offered their employees further vocational training that made it in the average 1.13% of the overall cost of work. This means that the Czech Republic was behind the EU 15 states but in the lead of the new member states. The research was again carried out in a larger extent in 2006, with the reference year 2005. In the Czech Republic 70% of companies offered further vocational training to their employees (EU average is 60%), costs exceeded 0.9% of total costs of work (EU average is 0.8%).

Courses organised by employers are most often in economics and accountancy, languages, information and communication technologies and their utilisation and in various technical branches, or in marketing, while courses for drivers are also common. Information and communication technologies occupy the first place among courses in the state administration followed by legislative education in the areas of public administration and EU standards, then economic and language courses, and personal skills course, especially in communication skills. Training is generally provided by specialised educational institutions.

Cultural and enlightment institutions

Organise mainly interest oriented or civic education. Education is a more or less regular element of the work of museums and galleries, including lectures or even courses and exhibition commentaries. Libraries organise lectures in different fields of culture including the arts, and sometimes also courses (languages, humanities and sciences, ICT…). For example, the People's University of the Municipal Library in Prague has a 40 year tradition and offers more than 80 programmes, with a total of 400 events attended by about 25 000 people. Houses of culture organise lectures and courses in different fields (including musical instrument tuition, dancing and social deportment courses) according to people's interests.

Institutions: National Institute of Public Health
Institutions: Czech Statistical Office

7.10.3. Education of adult immigrants

For all persons who are granted asylum or persons having benefit from complementary protection (for details see 10.7.) the Ministry of Education, Youth and Sports carries out a state integration programme that offers free courses in the Czech language. The Ministry offers asylum seekers a Czech language course of at least 30 days' duration when they obtain the right to asylum. An educational institution provides the courses on the basis of a contract (following a competitive tender). The duration of lessons is 400 hours in the case of individual teaching, and 600 hours for group teaching, over a period of up to 10 months at a venue place of participants. The target level of the course corresponds to the competence level B1 of the Common European Framework of Reference for Languages. The achieved level is verified by a standardised examination and a successful learner receives a certificate on the attained level. The expenses connected with the organisation of such courses are covered from the state budget via the Ministry of Finance. The Ministry of Education, Youth and Sports funds the courses and may ask the Ministry of Finance for an allocation of special funds for this purpose.

The initial education of foreigners is stipulated in the Education Act (see 10.7.). With respect to all other types of further education, foreigners are in the same position as Czech citizens.

Measures for the children of immigrants, see 10.7.

Legislation: Act on asylum and amendments to Act No. 283/1991 Col., on the Police of the Czech Republic as amended

7.11. Teaching Methods

As in all education, teaching methods in adult education are the responsibility of the individual teacher. They can be recommended in curricular documents and to a certain measure they depend on the type and content of education and the level of learners. In general, independent study plays an important role in adult education and learners' professional experience is also applied.

The distinguishing feature of the different forms of adult education at the střední školy and the vyšší odborné školy is the amount of independent study.

According to the Education Act adult education at střední školy and vyšší odborné školy takes one of the following forms:

- evening courses with regular classes several times a week totalling from 10 to 18 hours a week, usually in the afternoon and evening;
- distance study from 200 to 220 consultation hours in a school year;
- e-learning – i.e. independent study organised partly or fully through ICT; supplemented by consultations;
- combined with full-time study or other forms of education.

The duration of these forms is at most one year longer than full-time courses. Details are included in the relevant educational programme, which usually also recommends teaching methods.

Courses for acquiring the základní vzdělání level can be organised on a full time basis, with the number of hours decided by the school in accordance with the Framework Educational Programme for Basic Education. In a distance form it is organised as independent study supplemented by up to 180 consultation hours in a school year. The length of the course in both forms is determined by the school head on the basis of the level of prior education of the learner, for a maximum of one school year. The courses always start at the beginning of a semester.

A broad range of methods from lectures and seminars to workshops are used in further education outside schools. Interactive teaching methods such as playing roles, simulation, case studies, often based on the learners' experience are gaining importance.

E-learning is being implemented very slowly: course development costs are high in relation to the relatively low potential interest on the part of the public as the costs of more common forms of education are too low for the savings offered by e-learning to be convincing. E-learning is developing in language learning, but its broader application depends on the company's approach.

In retraining courses the full time form is preferred to a distance one, as the distance form does not help the socialisation of the trained person. If a combined form is chosen, the Accreditation Commission requires that at least half of the time is provided in the form of full-time study that the distance form is not used for skills training, and study material of high quality and effective feedback are assured.

Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

7.12. Trainers

Adult education teachers usually do not receive any special training. However, topics relevant to adult education are included in in-service training.

There are three university departments training experts in adult education (mostly human resource managers):

- Faculty of Philosophy of Charles University in Prague – The Department of Adult Education and Personal Management;
- Faculty of Philosophy of Palacký University in Olomouc – The Department of Sociology and Adult Education and Department of Special Education with a field special adult education;
- Vysoká škola Jana Amose Komenského in Prague.

A teacher at a language school authorised to organise state language examinations is subject of the Education Staff Act. This teacher acquires professional qualifications through higher education by completing an accredited Master's study programme

- in the field of pedagogical sciences focused on educating teachers of foreign languages; or
- in the field of social sciences focused on foreign languages and through higher education by completing an accredited bachelor's study programme in the field of pedagogical sciences, by completing a life-long learning programme organised by a vysoká škola and focused on education, or by studying pedagogy.

For qualifications of teachers of the základní umělecká škola see 8.1.4.4.

Legislation: Act on educational staff and modification of some acts

7.13. Learner Assessment/ Progression

Learners in other than full-time study programmes are assessed continuously in regular consultations. Like full-time students, learners receive grades twice in a school year (see 4.5.).

The language school authorised to organise state language examinations assesses the pupils' educational results at least twice in a school year and it acquaints the pupils with this assessment. Upon request, the pupil is given a certificate of successful completion of the course with his/her result indicated issued by the language school.

The pupils' results are assessed by four grades: 1 – excellent; 2 – very good; 3 – good; 4 – failed.

A pupil who has been given the grade 4 – failed at the end of a school year may not be enrolled into a higher year.

For assessment of pupils of the základní umělecká škola see 4.17.1.

Examinations under the Act on Verification and Recognition of Further Education Outcomes are based on requirements stated in assessment standards set for individual partial qualifications. An examination takes place in front of an authorised person or, if the assessment standard stipulates it, an examination board of two or three members established by the authorised person. The examination is public.

The outcomes of education provided outside the school system (e.g. a cycle of lectures) need not to be assessed at all, or there may be a very sophisticated assessment system that has an impact on the careers of participants (various systems of managerial education).

Legislation: MEYS Decree on language schools authorise to organize State language examinations and on State language examinations

7.14. Certification

A successful learner who passed a course for gaining the základní vzdělání receives a certificate.

After passing the required exams, graduates of other than full time studies (according to the Education Act) receive a certificate or a degree of the same value as that of full-time students (see 5.17. and 6.15.1.).

Every qualification provided by secondary or tertiary professional education can be acquired without prior education at the relevant school after an examination in subjects or other elements of the educational programme. Individual examinations which are part of a maturitní zkouška, závěrečná zkouška or absolutorium can be taken without attending the relevant instruction, with the exception of a practical course which prepares students for a practical examination. The attendance can be waived if the applicant can provide proof of the necessary practice.

Successful passing of the examination taken under the new Act on on Verification and Recognition of Further Education Outcomes is documented by a certificate which lists professional skills. It is a public document and it is archived together with a report on procedure and result of the examination.

Education attained abroad can be recognised on the basis of an application to the regional authority.

Vocational courses, courses in individual subjects and special courses following the maturitní zkouška do not lead to a defined level of education and students receive a certificate on their completion.

There are two independent systems of certification in language education: the traditional Czech system of state language examinations used by language schools authorised to organise these examinations, and adopted systems of international certification of individual languages, which are carried out by accredited (often foreign) institutions.

Education at language schools authorised to organise state language examinations may be completed by a state language examination, a general state language examination and a special state language examination. A state language examination may be taken even without previous education at a language school authorised to organise state language examinations. A certificate of the state language examination certifies that the relevant examination has been passed.

A state language examination consists of oral and written parts. The Ministry of Education, Youth and Sports specifies the written part of the examination and sets out the dates on which such examinations are taken.

State language examinations in individual languages are taken in front of an Examination Board. The Ministry appoints the Chair of the Board for state language examinations and Chairs for Examination Boards for individual languages. The head teacher appoints other members of the Examination Board. The Chair of the Examination Board for state language examinations and Examination Boards for individual languages must be a person having relevant professional qualifications and who has performed direct pedagogical activity for at least five years.

Self-contained further education systems (professional, sectoral) have their own systems of certification, which are usually not transferable into other professions/sectors, but often nationally accepted.

Almost all institutions of further education certify their courses. Only the participants of accredited retraining courses gain national certificates.

In the area of ICT a certification system of the ECDL (European Computer Driving Licence) is used. The holder of the national licence of the ECDL in the Czech Republic is the Czech Society for Cybernetics and Informatics (CSKI) which is authorised to issue the certificates to successful learners. The company Certicon is an accredited test centre for ECDL testing on the territory of the Czech Republic.

Legislation: MEYS Decree on language schools authorise to organize State language examinations and on State language examinations
Legislation: Act on verification and recognition of further education outcomes
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

Institutions: Czech Society for Cybernetics and Informatics

7.15. Education/Employment Links

There are different relations between education and employment among employed persons and among those who are unemployed or threatened with unemployment.

Employed people learn either at the suggestion of their employer or on their own initiative, and education serves for professional advancement, improvements in performance, or for finding a new job. The relation between education and employment tends to be relatively close, and counselling and guidance are provided by personnel departments of companies/organisations, or in the case of employees facing unemployment in cooperation with labour offices.

There are 77 labour offices. Under the active employment policy they

- prepare a concept of employment development in the catchment area;
- provide guidance and information services related to vocational training and further education and supplement guidance centres included in 10.6.10.1.,
- organise, secure and regulate retraining of job seekers;
- care for unemployed people, apart from the unemployment benefits they provide information and guidance including an analysis of an applicant's potential and organise retraining;
- co-finance retraining;
- provide support for retraining;
- support the creation of work placement opportunities intended for school leavers to gain experience and for juvenile job seekers to achieve qualifications.

The success of trainees of retraining courses is monitored but it is not possible to reach a general conclusion about it, because the success is influenced by individual educational levels of the unemployed, regional unemployment rates and other factors.

The Ministry of Labour and Social Affairs, in collaboration with labour offices, is gradually extending its activities aimed at preventing unemployment, activating applicants and job seekers. It focuses on training in job-search techniques, with the support of the active employment policy and in accordance with the financial and personnel possibilities of the sector. The Ministry will broaden programmes of special counselling and guidance for the long-term unemployed (i.e. more than 12 months) to investigate and assess their opportunities and capacity for success on the labour market.

To assure co-operation on the labour market the labour offices set up advisory councils with the aim of coordinating employment policy and human resources development in their catchment area. These are composed of representatives of trade unions, employers' organisations, co-operatives, disabled people's organisations and self-governing territories.

The National Institute of Technical and Vocational Education is engaged in career guidance through Career Guidance Centre. For details see 5.18.

The National Resource Centre for Vocational Guidance (NRCVG) was established in 1998 with support from the Ministry of Education, Youth and Sports, the Ministry of Labour and Social Affairs, and the European Commission. The NRCVG is part of the Euroguidance network, which includes 65 similar resource centres in 32 European countries. Its main mission is to collect, produce, disseminate and provide information on education and guidance. The target group are guidance officers. Its agenda is assured within the National Agency for European Educational Programmes.

In co-operation with Eurodesk, Euroguidance publishes a quarterly bulletin EuroKompas about European educational programmes, supports publication activities focusing on educational and vocational guidance. The Centre organises information events and specialised events, and participates in the conception work related to the development of the Czech guidance system.

Apart of this the Guidance Services Support Unit was established in the National Training Fund in 2006. It supports guidance services mainly in the sector of the Ministry of Labour and Social Affairs.

Legislation: Act on employment

Institutions: Ministry of Labour and Social Affairs
Institutions: National Agency for European Educational Programmes

Institutions: National Training Fund
Institutions: National Institute of Technical and Vocational Education

7.16. Private Education

After 1990, there was a rapid growth in the number of private training institutions. Educational services provided on a profit basis are not controlled by any governing body. The only exceptions are institutions that offer retraining (which apply to the Ministry of Education, Youth and Sports for accreditation), those providing recognised further vocational training in specific professions (which request accreditation from an authorising body of the relevant sector) and institutions providing language education (which require accreditation from the Ministry of Education). This group of private educational institutions works without state contributions. They provide their services to both individuals and firms, or to the public administration and its bodies, e.g. labour offices.

Another group of private educational institutions consists of private schools providing education according to the Education Act (základní školy, střední školy, vyšší odborné školy, or základní umělecké školy). They can receive certain state contributions but only for initial education and further education leading to a defined level of education, not for courses of further education.

The private educational institutions are mainly small.

Legislation: Decree of the Ministry of Education, Youth and Sports and Ministry of Social Affairs on further study, possibly teaching which for obtaining state social benefit and pension insurance are considered to be studies at secondary schools and higher education institutions
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

7.17. Statistics

Relevant and available statistics are especially statistics of further education provided by schools included in the School Register (part Other forms of education), and then statistical surveys of company further training done by Czech Statistical Office and statistics of retraining registered by the Ministry of Labour and Social Affairs.

Other than full-time form of study provided at the tertiary level are dealt with in chapter 6.19.2. for vyšší odborné školy and in 6.19.5. for vysoké školy. Lifelong learning provided by vysoké školy is dealt with in 6.19.13.

Chapter 7.17.4. includes international statistics of lifelong learning collected by the Czech Statistical Office for Eurostat.

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Institutions: Institute for Information on Education
Institutions: Czech Statistical Office

7.17.1. Střední školy – others than day form of education

Střední školy **– others than day form of education**

	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Population at střední školy	569 830	576 615	579 505	577 605	576 585	569 267
others than day form of education	29 889	33 678	35 918	35 578	34 815	35 327
- extern*	1 050	1 126	1 406	744	0	0
- distance form	25 258	28 802	30 819	31 370	31 037	31 390
- evening form	3 385	3 615	3 339	3 302	2 809	3 035
- e-learning	0	0	0	90	749	867
- combination	196	135	354	72	220	35
Upper and lower secondary education	530 955	532 994	534 422	532 148	532 707	525 349
others than day form of education	10 753	11 595	12 333	11 543	11 748	11 771
- in vocational study for acquiring střední vzdělání s maturitní zkouškou	8 603	9 280	9 720	9 267	9 529	9 431
Postsecondary education	38 875	43 621	45 083	45 457	43 878	43 918
others than day form of education	19 136	22 083	23 585	24 035	23 067	23 556
- nástavbové studium	38 875	43 621	45 083	45 255	43 240	43 493
others than day form of education	19 136	22 083	23 585	23 836	22 518	23 261
- shortened study for aquiring střední vzdělání s maturitní zkouškou	x	x	x	102	521	284
others than day form of education	x	x	x	102	448	240
- shortened study for aquiring střední vzdělání s výučním listem	x	x	x	100	117	141
others than day form of education	x	x	x	97	101	55

Source: Institute for Information on Education

*A form of education according to former regulation.

Glossary terms used in Table: střední vzdělání s maturitní zkouškou, nástavbové studium, střední vzdělání s výučním listem

7.17.2. Courses for acquiring education

Courses for acquiring education

Number of participants	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Courses for acquiring základní vzdělání	784	599	524	411	310	344
Courses for completing education provided by zvláštní škola*	84	61	58	-	-	-
Courses for acquiring základy vzdělání	174	163	180	302	294	307
Study of individual subjects (dated back for particular year)	3 596	3 281	1 063	4 282	4 783	8 006

Source: Institute for Information on Education

* From 2005/2006 they are recorded as part of courses for acquiring základy vzdělání.

Glossary terms used in Table: základní vzdělání, základy vzdělání

7.17.3. Retraining courses

Education, which is in the form of short courses and is provided on the commercial basis

Number of participants	2000	2001	2002	2003	2004	2005	2006	2007
Retraining courses at střední školy in branches of KKOV*	627	780	576	817	750	641	419	494
Retraining courses outside branches of KKOV (dated back for particular year)*	4 174	2 772	3 150	5 734	6 534	2 976	4660	3 950

Source: Institute for Information on Education

* CBBE = Classification of Basic Branches of Education

Glossary term used in Table: střední školy

7.17.4. Participation in lifelong learning

Participation in lifelong learning

Participation of age group 15+ on education in 12 months (in %)	2003		
	Total	Men	Women
Learners in various combinations in total	32.6	34.8	30.6
In formal education	10.9	11.2	10.6
In non-formal education	10.7	11.7	9.8
In informal education	20.6	21.3	20.0

Source: Czech Statistical Office. Results of regular survey of labour force of the Czech Statistical Office according the methodology of Eurostat from the first half of 2003

Note: Participation of age group 15-64 is higher – 37.2% (men 38.3%; women 36.1%).

Life-long learning refers to persons aged 25 to 64 who stated that they received education or training in the four weeks preceding the survey (numerator)

	2002	2003	2004	2005	2006	2007
Total	5.6	5.1	5.8	5.6	5.6	5.7
Men	5.8	4.8	5.5	5.2	5.4	5.4
Women	5.4	5.4	6.0	5.9	5.9	5.9

Source: Eurostat (Key indicators on EU policy – Structural indicators)

Note: The denominator consists of the total population of the same age group, excluding those who did not answer to the question 'participation to education and training'. Both the numerator and the denominator come from the EU Labour Force Survey. The information collected relates to all education or training whether or not relevant to the respondent's current or possible future job.

Further vocational education (FVE) of employed

	1999	2005*
Ratio of companies offering FVE	67%	70%
Ratio of participants in FVE courses to total number of employed of all companies		
total	40,8%	60%
men	44,9%	64,4%
women	34,2%	53,2%
Ratio of cost of courses to overall cost of work	1,1%	0,9%

Source: Results of the Eurostat Survey 2000 CVTS 2 and 2006 CVTS 3 published by the Czech Statistical Office in March 2008.

* The data modified to comparable basis of both surveys.

8. TEACHERS AND EDUCATIONAL STAFF

Members of the school staff (with the exception of vysoká škola) are designated as educational or non-educational staff.

A member of the educational staff is any person who performs a direct teaching, educational, special educational needs or pedagogical-psychological activity (educational activity); who provides education and training pursuant to the Education Act; and who is an employee of a legal entity carrying out the activities of a school or school facility, or an employee of the state, or a school head. They may also be an employee who performs a direct educational activity in facilities providing social care.

A direct educational activity is performed by:

- a teacher
- a vychovatel,
- a special needs teacher,
- a psychologist,
- a teacher responsible for leisure activities,
- an asistent pedagoga,
- a coach,
- a pedagogical manager.

At the vysoké školy teaching is provided by the academic staff (i.e. the profesoři, docenti, odborní asistenti, asistenti, lektoři and academics involved in science, research and development who also perform teaching activity).

8.1. Initial Training of Teachers

The initial training of teachers is determined by the level of education the person is being prepared for and by each individual's area of specialisation. Depending on this, the teacher must have completed higher education (a Master's or Bachelor's degree), tertiary professional education, secondary education, or, in case of an asistent pedagoga, at least basic education. (For more details on teachers of pre-primary education 8.1.4.1., teachers of primary education, see 8.1.4.2., teachers of general subjects of secondary education, see 8.1.4.3., teachers of vocational subjects of secondary education, see 8.1.4.4., teachers of vyšší odborné školy, see 8.1.4.5., and teachers in classes and schools for children, pupils, or students with special educational needs, see 8.1.4.6.)

Higher education of teachers can be either concurrent or consecutive. In 2007/08 the study in majority of study fields has already been structured (Bachelor's and consecutive Master's study) (with the exception of the teacher study for the first stage of the základní škola – primary level, which is usually the 5-year Master's study). There is no in-service qualifying phase or transitional period between training and employment prescribed for beginning teachers at any level of education. Teacher training is a part of their study.

Teachers for the first stage of the základní škola are qualified to teach all subjects taught at this stage. The teachers at other educational levels may be qualified to teach more subjects (most frequently two subjects) or just one subject (as, for example, language teachers, teachers of various artistic subjects and physical education, teachers of vocational subjects or teachers of practical training).

A teaching qualification is necessary for teachers from pre-primary to secondary levels, specialisation is sufficient for teachers of vyšší odborné školy. Teachers in classes and schools established for pupils with special educational needs must have a special education qualification.

Academic staff are obliged to carry out educational activities as well as scientific, research, development, artistic and other creative activities. There is no legislation relating to the teaching qualifications of academic staff.

The obligation of in-service training is mentioned in the Act on Educational Staff, which also lists the forms that such education may take. The Ministry of Education determines the types and conditions for in-service training of educational staff and the ways it may be completed in a decree. For more details on in-service education see 8.2.10.

8.1.1. Historical overview

Initial teacher education has a relatively long history. Regarding the different development of various educational levels the historical overview is divided into five sections, with separate section on initial training of teachers for special schools (8.1.1.5.).

Bibliography: Z historie pedagogické fakulty UK Praha

8.1.1.1. Pre-primary education

The development of professional education of teachers for the pre-school level has gone together with the emergence of and changes to the conception of institutional pre-school education (see 3.1.). As early as the 19th century one of the first two childcare institutions housed a centre for teacher training. In the course of time the concept of a carer became increasingly prominent and was reinforced. There was also a growing conviction that women were the most suitable staff for pre-school institutions and the profession was even, for some time, designated solely for unmarried women. A law of 1869 laid down an obligation for female guardians to take a one-year course taught by women's teacher training institutes.

From the creation of Czechoslovakia in 1918 until 1939 there were constant efforts to bring guardians and primary school teachers on to an equal footing and to raise the quality of their initial training. Female guardians and primary school teachers were involved in various training activities, e.g. courses at private Teacher Training Colleges, and the formation of a study-room for the mateřská škola teachers in Prague in 1933 which served as an information and documentation centre for further education.

After the Second World War, initial training of mateřská škola teachers and teachers for the first stage of the základní škola was moved to universities. Courses for mateřská škola teachers initially lasted four terms, later reduced to two terms. A sharp rise in female employment after February 1948 led to a rapid growth in the number of mateřské školy, and universities were not able to prepare teachers in sufficient numbers. Consequently, in 1950 the initial training of mateřská škola teachers was shifted back to the secondary level, to the four-year pedagogical gymnázia. In 1953 a law established pedagogical schools for the initial training of mateřská škola teachers. Since 1970 the basic type of professional training of mateřská škola teachers has been the střední pedagogická škola (secondary pedagogical school) ending with the maturitní zkouška and the střední školy still constitute one of the basic types of professional training. As teachers of pre-primary education need to cope with a broader range of vocational knowledge and skills as well as knowledge and skills in special educational needs and social knowledge and skills at the pre-primary age, the National Programme for the Development of Education from 2001 (White Paper) stressed the need for higher education at Bachelor's degree level at faculties of education of universities or at a vyšší odborná škola with an accredited Bachelor's study programme.

8.1.1.2. Primary education

The first educational institutions for teachers were established in 1774. After the Austro-Hungarian Education Act of 1869 was passed, teacher-training institutes were set up which contributed greatly to raising standards of teacher training. Although it was extended to four years, the training was practical in orientation and the level of general education was only slightly higher than that of elementary schools. Graduation from a teacher-training institute and passing the maturitní zkouška did not constitute a full qualification. Only after completing the prescribed practical training did the trainee teacher take an exam to test their pedagogical competence and acquire a professional qualification.

From the 19th century onwards, teachers at primary schools and lower secondary schools tried to elevate their training to a university level. Charles University (and later other universities as well) therefore founded university teacher training courses – known as extension courses.

After the establishment of the independent Czechoslovak state (1918), suggestions for specific reforms emerged, but the Ministry of Education and the general public (in particular upper secondary school teachers) did not support the idea of university education for primary school teachers. Teachers therefore resorted to self-help and established a private training college which offered the possibility of in-service training.

Only after WWII, in 1946, did a law set down provisions for the establishment of faculties of education, mostly under universities. The length of training for primary school teachers was set at 3 years. In 1953 faculties of education were closed down and the education of these teachers was shifted back to the upper secondary level. In 1959 institutes of education were set up with the title of regional universities, and primary school teacher training at universities was restored. The underlying concept of these institutes was unclear, however, and this, with the constant re-organisation of their activities, led to their abolition. Faculties of education were once again established in 1964.

From 1967 faculties of education offered four-year courses. In 1970 courses for teaching in the first stage of the základní škola in combination with one subject for the second stage of the základní škola were introduced. In 1976 these courses were significantly restructured with the reform of the first stage of the základní škola (which also abolished the 1970 regulation). After 1989 there was a fundamental change in the content and organisation of the studies of teaching at the first stage of the základní škola. Individual faculties now offer four-year or five-year Master's courses.

8.1.1.3. Secondary education - general subjects

The development of initial training of teachers of general subjects since WWII can be divided into six phases:

1st period: 1946-1953

Teachers of general subjects at the střední školy were trained (as they had been before) at faculties of philosophy and natural sciences at universities.

With a new law passed in April 1946, it became possible for the first time for teachers of the second stage of the základní škola to gain a university education at the faculties of education which were established as parts of all universities in the Czech Lands and in Slovakia.

2nd period: 1953-1959

Training of teachers of general subjects was removed from universities and teachers at the second stage of the základní škola as well as upper secondary school teachers were supposed to gain their qualifications at institutions of higher education specialising in pedagogy.

3rd period: 1959-1964:

Training of upper secondary school teachers returned to what it had been in 1953, i.e. they were trained at faculties of philosophy and of natural sciences. Teacher training courses also began to be organised at faculties of mathematics and physics and faculties of physical education and sports.

Teachers of the second stage of the základní škola studied at institutes of education.

4th period: 1964-1976

Training of upper secondary school teachers did not change. In 1964 a law established faculties of education for training teachers of the second stage of the základní škola.

5th period: 1976-1989

Following the publication of "Further Development of the Czechoslovak Education System" a new course of study was introduced: "Teaching of general subjects at the základní školy and střední školy. For the first time in history faculties of education were charged with the training of upper secondary

school teachers who could still, however, study at traditional university faculties as before. At some faculties of education, training for teachers at lower secondary education was extended from 4 to 5 years.

6th period: 1989-2001

Integrated training of teachers for základní škola and upper secondary schools was abolished in some faculties of education and studies for the basic and upper secondary school were separated. Teachers are still mostly educated at faculties of philosophy, of natural sciences, mathematics and physics or in faculties of physical education and sports.

7th period 2001 – the present

In agreement with the Bologna Process a three cycle structure of study was accepted by the 2001 amendment of the Act on Higher Education Institutions. In 2007/08 most faculties of education provided this study (Bachelor's and consecutive Master's).

8.1.1.4. Upper secondary education - vocational subjects

Initially, vocational subjects were taught almost exclusively by professionals with practical experience.

In 1870, examination regulations were issued for commercial school teachers with upper secondary education and 3 to 4 years of practical experience. New examination regulations in 1907 then required university education and these regulations remained in force, with several amendments until 1952. The Prague School of Economics was established in 1953 and included a department for the methodology of business subjects, later renamed the department of pedagogy. This department taught an independent field of study called "the teaching of business subjects".

At industrial and agricultural schools teaching was done by specialists with practical experience in their profession. Qualification requirements were set down by law only in 1953, requiring university education in the relevant field, but technical universities offered no specialised teacher training courses.

Teachers of practical training had to be professionals, i.e. people who had completed an apprenticeship or a lower vocational school, passed a mistrovská zkouška (master craftsman's examination) and had adequate practical experience. Similar requirements were set for mistři odborné výchovy (masters in practical training).

For a considerable time, no pedagogical training was required. In its place there was an "initiation into pedagogical practice", which consisted of a new teacher's observing classes taken by experienced teachers. Only in 1966 did regulations on teachers of vocational subjects introduce the requirement to hold a teaching qualification (through four-term, post-graduate, complementary courses taken while in employment). The only exception was teachers of business subjects who studied at the School of Economics in parallel vocational and pedagogical courses.

The Act on Educational Staff of 2004 stipulated new detailed requirements for vocational and educational qualification of teachers of vocational subjects (for more details see 8.1.4.4.).

8.1.1.5. Teachers for special education

The forms, methods and orientation of training of teachers for special education has been changing since faculties of education were established in 1946.

These studies were first introduced as so-called "additional" studies. They provided a qualification to teach at a certain type of special school for applicants who had already been trained for a certain level of normal schooling.

After studies at faculties of education were reduced in 1950, a system of follow-up study was introduced which, however, was then changed to in-service training before the institutes of education were established (see 8.1.1.3.). The courses aimed to extend basic educational skills.

When this became a separate field of study in 1957, full-time (daily) courses for teachers at special schools were introduced, in combination with specialisation in one subject. Between 1957 and 1963 there were also non-teaching courses in managing disabilities and in psychology.

In 1967 the studies were divided into a "teaching" alternative (a full-time course of five years) and an "educational" alternative lasting four years full-time (daily). Part-time studies lasted one year longer. Both alternatives were reduced by one year in 1977.

In 1990, the training of teachers of children and young people with special needs and educators of persons with special needs were generally integrated into a single five-year full-time (daily) course.

Changes in the orientation of teacher training for special education are the result of the developments in this special pedagogical field, which are also reflected in the changing names of this field itself. It was first called "paedopathology" and consisted of psychotherapy for the mentally disabled, visual and speech therapy. In the 1950s it was renamed "defectology" and would-be teachers could choose between the studies of mental "defectology" and studies of defects in speech, sight and movement. Between 1957 and 1963 "defectology" was studied as a whole. Special pedagogy was introduced in 1963 and offered the possibility of choosing from five independent specialisations: specialised pedagogy for young people with impaired mental development, for young people with behavioural problems, for young people with sight impediments, young people with hearing and speech problems and young people with physical disabilities, the ill and physically weak.

In 1967 a common base for special pedagogy studies was created, to be followed with studies of one or two of the following fields: psychology, "etopaedia", "logopaedia", "tyflopaedia", "psychopaedia" and "somatopaedia". This type of study still exists in most faculties of education.

8.1.2. Ongoing debates and future developments

In 2004, the Ministry of Education, Youth and Sports established a committee to look at the reform of initial teacher training. The committee is managed by a deputy head responsible for universities and consists of responsible staff from the Ministry of Education, Youth and Sports, deans of faculties of education, Accreditation Commission members, and specialists in teacher training. This group is looking at the proposed minimum standards for teacher training, relevant proportions of individual components of the study programmes, their obligatory content and the content of the study programmes or the required qualification of the graduate. The document "Koncepce pregraduální přípravy učitelů základních a středních škol". (The Concept of Under-Graduate Training of základní škola and střední škola Teachers) published at the beginning of 2005 is the first outcome of the committee's work. The development of the standard of teacher's education and profile is also associated with the preparation of the National Qualification Framework in tertiary education (see 7.2.).

In agreement with the Bologna Process the three-cycle course of study is also being implemented for secondary education teachers and by 2007/08 it has been accredited at almost all vysoké školy. Non-structured long Master's programmes still prevail for primary teacher training.

The faculties of education have responded by modifying the teacher training curriculum to reflect the newly introduced framework educational programmes in the mateřské školy, základní školy and střední školy (see 3.10., 4.10.1., 5.2.).

8.1.3. Specific legislative framework

Qualification requirements for teachers of all educational levels, except for higher education qualifications, are regulated by the Act on Educational Staff, which became effective on 1st January 2005.

The basic legislative framework for teacher training and training of other educational staff is provided by the Higher Education Act of 1998, which has handed over the responsibilities for the content and organisation of studies entirely to the individual universities. However, each study programme has to be accredited by the Ministry of Education on the basis of a recommendation by the Accreditation

Commission (see 2.6., 2.7.1.2.). The accreditation is granted for a limited period of time (max 10 years) and the vysoká škola has to apply for its renewal when it expires.

The training of teachers at the level lower than the university one is governed by the Education Act and the relevant decrees (for more information see 5.3. and 6.3.2., for the asistent pedagoga also 4.3.).

Further education, by which the teachers complement educational, special educational or other needed qualification, is regulated by the decree on further education of educational staff.

Each of the nine faculties of education providing education for teachers determines the content and organisation of studies, including study programmes, study and assessment regulations, entrance examination requirements, rules for admission proceedings, etc. The internal regulations must be registered by the Ministry of Education, Youth and Sports.

Academic staff are governed by the Higher Education Act. In this law, the teaching qualifications of academic staff are not prescribed; the vysoké školy themselves set the requirements for the qualification of academic staff, while the Accreditation Commission requests a certain number of academic staff to guarantee education in each field of study.

Legislation: Decree of the Ministry of Education, Youth and Sports on in-service training of education staff, Accreditation Commission and career scheme of educational staff
Legislation: Act on educational staff and modification of some acts
Legislation: Act on Higher Education Institutions (the Higher Education Act)

Institutions: Accreditation Commission

8.1.4. Institutions, levels and models of training

The prevailing requirement for the training of educational staff is a Master's degree. Nevertheless, to work as a teacher at a mateřská škola, a teacher of practical education and job practice at a střední škola or vyšší odborná škola, a vychovatel, a teacher responsible for leisure activities, a coach or an asistent pedagoga, it is sufficient for teachers to have completed tertiary professional or secondary education and passed their maturitní zkouška examination. Even basic education is sufficient for an asistent pedagoga (see 8.5.). In all the above-mentioned cases, the teacher has to have a teaching qualification, except for teachers of vyšší odborná škola (8.1.4.5.).

The teacher training has a form of the concurrent model (the academic and professional educational study is combined) as well as the consecutive model (the graduates of the academic fields fulfil their educational qualification in Bachelor's study or in the further education).

These are responsible for the initial training of teachers. External responsibility for the quality of education lies with the Accreditation Commission (see 2.7.1.2.) and (9.4.2.2.).

Chapter 8.1.4. on the scope and differences in teacher training at various educational levels, is divided into six sections.

8.1.4.1. Pre-primary education

In the střední školy, future teachers of a mateřská škola usually take a four-year course specialising in Pedagogy of Pre-School Education and Extra-Curricular Activities. Teaching practice consists of 15 weeks of uninterrupted practice (or 4 weeks in the combined form of study) and 3 (4) lessons of parallel practice a week in the last two years of study.

The typical total length of training of future teachers of pre-primary education is 9 years of základní školy, 4 years of střední škola ending with the maturitní zkouška, leading to ISCED 3A level of education.

The typical total length of training at the vyšší odborná škola consists of 9 years of základní škola, 4 years of střední škola ending with a maturitní zkouška, and 3 years of vyšší odborná škola. Graduates achieve the ISCED 5B level. In 2007/08 two schools provided two such training courses.

Since 1970 it has been possible to qualify as a teacher of mateřská škola in study programmes at some universities. Training in the Bachelor's study programme lasts 3 years. This programme is offered at 7 of 9 faculties of education. It is also possible to study Master's programme at the Faculty of Education of the Charles University. The Master's programme following on from a Bachelor's programme is currently being introduced and is replacing the non-structured one.

The typical total length of training consists of 9 years of základní škola, 4 years of střední škola ending with a maturitní zkouška, and from 3 years of Bachelor's studies at a faculty of education.

Teaching practice is an important element of the training. According to curricula (for years 2004/2005), it lasts 5 to 9 weeks during the period of study, and at some schools, there is also a parallel teaching practice.

8.1.4.2. Primary education

Responsibility for the preparatory education of teachers for the first stage of základní škola rests solely with faculties of education. It is at Master's level and lasts 5 years (only at one of nine faculties 4 years). Graduates are qualified to teach all subjects at the first stage of základní škola, at some schools they can also specialized in a chosen subjects.

The typical total length of training of future teachers is 9 years of základní škola, 4 years of střední škola ending with the maturitní zkouška, and 4 to 5 years of the Master's study at a faculty of education, leading to a qualification at ISCED 5A level.

Foreign language teachers can have a three-year Bachelor's degree in the teaching of foreign languages (ISCED 5A).

According to the individual faculties and fields of study (for years 2004/2005), teaching practice lasts between 6 and 12 weeks during the period of study. Parallel teaching practice at individual schools lasts between 26 and 247 lessons per study time depending on the type of school.

In order to be able to teach at the lower secondary level, the teachers for the first stage of the základní škola have to complete a qualification. Also the teachers for lower secondary level have to complete the qualification in order to teach at the primary level. They can acquire both qualifications in the Bachelor's programme or in the life-long learning programme at the vysoká škola.

8.1.4.3. Secondary education - general subjects

Teachers of general subjects at the second stage of the základní škola, at střední školy and at conservatoires must have the Master's qualification. The long five-year (exceptionally four-year) Master's studies are still provided, but the newly accredited study programmes at most faculties already follow the two-stage structure (usually the three-year Bachelor's and consecutive two-year Master's programme).

Basic institutions for the initial training of teachers of general subjects are the faculties of education. The teachers can also gain their qualification at other faculties, e.g. of philosophy, of natural sciences, mathematics and physics, or at faculties of physical education and sports, in the fields for teachers of the střední škola (such qualification is valid also for the second stage of the základní škola).

The qualification may also be obtained by studying for a Master's degree in a field of study which corresponds to the subject to be taught (and not focused on teacher training), and by subsequent higher education study in a Bachelor's study programme or in a life-long learning programme in pedagogical sciences which trains teachers of general subjects at the required school level.

The typical total length of training of future teachers in concurrent studies is 9 years of základní škola, 4 years of střední škola ending with a maturitní zkouška, 3-4 years of Bachelor's studies and 1-3 of Master's studies at the vysoká škola (possibly from 4 to 5 years of Master's studies). Pedagogical training of graduates from non-pedagogical fields of studies usually represents a further 3 years of Bachelor's studies or 2 years of studies on a life-long learning study programme at the vysoká škola.

At the end of their studies, the teacher has a qualification at ISCED 5A level. Teachers are normally qualified in for two subjects. A teacher who is fully qualified for a certain education level can teach other subjects than those which he/she has specialised in (it depends on the decision of the school head). Training for teachers of the second stage of základní škola and for the střední škola /conservatoire teachers is usually separate. Teachers with a qualification for the střední škola can teach at the second stage of základní škola, but those with a qualification for the second stage of základní škola must extend their qualification by study in Bachelor's programme or the life-long learning programme if they wish to teach at a střední škola.

According to curricula (for 2004/2005), uninterrupted teaching practice usually lasts 4 weeks per field of study during the period of study, and parallel teaching practice lasts between 13 and 182 lessons depending on the type of school.

8.1.4.4. Upper secondary education - vocational subjects

In vocational education, there are the teachers of general subjects and as well as teachers of vocational theoretical subjects (teachers of vocational subjects of a střední škola, teachers of artistic vocational subjects at střední škola, conservatoire), teachers of practical education (called učitelé předmětu praxe until 31st December 2004) and teachers of practical training (called mistři odborné výchovy until 31st December 2004).

Teachers of theoretical vocational subjects study for Master's degrees (usually following the Bachelor's programmes) at various types of universities (technical, economic, and agricultural, as well as medical and theological faculties). In some fields (e.g. the economy fields) the training is concurrent. Most often the consecutive model is used – after the technical (academic) training the teachers have to gain the educational qualification:

- in three-year Bachelor's study in pedagogical sciences for the střední škola teachers;
- through studies in life-long learning programmes at the vysoké školy for the střední škola teachers for at least 250 teaching hours;
- or through study of pedagogy for at least 120 hours in institutions for in-service training of educational staff.

The graduate qualification corresponds to level ISCED 5A. The typical total length of training of future vocational subject teachers includes 9 years of základní škola, and 3 to 4 year Bachelor's degree and 1 to 3 year Master's degree (or 4 to 5 year Master's degree), and usually the consecutive pedagogical training.

Teachers of artistic vocational subjects at the střední školy, conservatoires and základní umělecké školy can obtain their professional qualification as follows:

- at the vysoké školy of art (typical length is 9 years of základní škola, 4 years of střední škola with maturitní zkouška, 3 to 4 years of Bachelor's study or 1 to 3 years of Master's study, ISCED 5A);
- at conservatoires (typical length of training is 9 years of základní škola, 6 years of conservatoire or 5 years of základní škola and 8-year conservatoire (dance), ISCED 5B);
- at the vyšší odborné školy (length of training is 9 years of základní škola, 4 years of střední škola with maturitní zkouška and 3 years of vyšší odborná škola
- or at the střední školy (length of training is 9 years of základní škola, 4 years of střední škola with maturitní zkouška, ISCED 3A).

The school leavers of conservatoires (the study of which includes educational training) who have passed the absolutorium (see 5.13.5.) are fully qualified for teaching the art subjects. The leavers of other types of study must gain the educational qualification subsequently (see the teacher of vocational subjects), only study at some fields of vysoké školy is concurrent.

Teachers of practical education and teachers of practical training get the vocational qualification at the vysoké školy (ISCED 5A), vyšší odborné školy (ISCED 5B) or střední školy (with final maturitní zkouška examinations, ISCED 3A) in the fields of study which correspond to the nature of the practical education. They must also have a teaching qualification (see section on teacher of vocational subjects). Graduates who have completed střední škola with a maturitní zkouška and obtained their teaching qualification during pedagogical studies pedagogy need to have at least three years of professional experience. A teacher of practical training must also have a výuční list from a střední škola in the field of study they will be teaching.

The training of teachers of practical education and teachers of practical training may consist of 4 years of study at a střední škola, followed by 3 years of study at a vyšší odborná škola, or 3 to 5 years of study at a vysoká škola. Pedagogical training follows these studies.

8.1.4.5. Tertiary education - vyšší odborné školy

The staff of the vyšší odborné školy includes teachers of general or vocational subjects, and teachers of practical education and job practice. They are not required to have completed teacher training.

Teachers of general and vocational subjects complete a 3 to 4-year Bachelor's degree, followed by a 1 to 3-year Master's study (or 4 or 5 year Master's degree) in the field of study which corresponds to the subject they will teach. Typical length of training of future generalists or teacher of vocational subjects is 9 years of základní škola, 4 years of střední škola with maturitní zkouška, 3 to 4 years of Bachelor's study and 1 to 3 years of Master's study at vysoká škola, the qualification gained corresponds to ISCED level 5A.

Teachers of practical education and teachers of job practice are trained at the vysoké školy, at vyšší odborné školy or at střední školy in the relevant field of study and must pass their maturitní zkouška examination. At least 3 years of professional experience is required in addition to have completed secondary education. For the length of their study and qualification gained see section on the education of teachers of practical education and teachers of practical training in 8.1.4.4.

8.1.4.6. Teachers in classes and schools for children, pupils, or students with special educational needs

Teachers who carry out direct educational activity in classes or at schools for children or pupils with special educational needs (these classes/schools are currently being established only for pupils with health disabilities) may obtain their qualification in the same way as other teachers of the given educational level and extend it through a Bachelor's degree specialising in special educational needs, or through a life-long learning study programme with the same focus. Teachers at the mateřská škola may qualify by studying special needs pedagogy at a vysoká škola (there is also field of study focusing on the pre-school age). Teachers of the first (ISCED 1) and second stage (ISCED 2) of základní škola may obtain such a qualification in a Master's study programme specialising in special needs pedagogy for teachers.

8.1.5. Admission requirements

The requirements for admission to střední školy courses which train teachers for mateřské školy are identical to those for admission to other courses in other střední škola, namely successful completion of compulsory schooling or successful completion of basic education before completing compulsory schooling and passing the admission proceedings (for more details see 5.7.), which normally include an entrance examination. Some special prerequisites are included in curriculum documents: a clear interest in working with children and young people and the necessary musical, artistic and movement abilities, an ability to express themselves clearly in speaking and flawless pronunciation at the time of admission proceedings. The admission procedure usually includes an entrance examination which includes the Czech language and other subjects where appropriate. Aptitude tests (if prescribed) are usually taken in music, physical education, fine arts and language education. A further requirement is a good state of health.

Admission to a conservatoire requires passing the enrolment proceeding which takes the form of an audition (see also 5.7.). All six-year courses require the student to have completed compulsory schooling or successfully completed basic education before completing compulsory schooling. Pupils who have successfully completed the 5th year of základní škola may be accepted onto eight-year courses.

Admission to a vyšší odborná škola (see also 6.6.1.) is conditional on passing a maturitní zkouška at any střední škola. The admission to pedagogical courses usually includes tests of ability and tests

aimed at identifying personality skills suitable for performance of the profession, capacities in the mother tongue and other information which demonstrate the candidate's suitable abilities, knowledge and interests. Applicants also have to have a good state of health.

The school heads in střední škola and vyšší odborná škola and in a conservatoire can decide if applicants will sit an entrance examination/aptitude test and about the content of the examination.

The vysoké školy training the teachers admit students who have passed the maturitní zkouška and have passed entrance examinations (see also 6.6.2.). Enrolment proceedings differ between faculties. In some cases they consist of a written and an oral examination in the relevant subjects and of an interview aimed at discovering the student's motivation and personal suitability for the studies as well as their overall cultural awareness, in the others it takes form of a universal test. For arts fields and physical education, and sometimes also for teaching at the first stage of základní škola, applicants must undergo a test of their abilities, which is a pre-condition for their being allowed to take the above exams. Applicants for special pedagogy courses are usually required to have certain practical experience in working with disabled people.

In general, admission to programmes of higher educational institutions, including teacher training, is limited primarily by the capacity of each institution. The number of places is influenced at the central level – by a per-capita amount allocated to the institution within formula funding – and at the institutional level – by an independent decision of the school on the number of students admitted in to individual study fields and study forms.

Entry to study programmes for teachers and to study programmes with other fields of study at vyšší odborné školy and střední školy is regulated by the capacity of any given school and by the long-term objectives of individual regions.

Citizens of the Czech Republic, citizens of other European Union member states and persons who are authorized to reside in the Czech Republic have the same right to study in a study programme for teachers at střední školy and vyšší odborné školy. There are no requirements concerning the age of applicants for study programmes for teachers at any level, nor are there any requirements concerning the place of residence of applicants to institutions of higher education.

8.1.6. Curriculum, special skills, specialisation

The differences at individual educational levels, in the content of training of future teachers are described in five sections. There is no unified compulsory curriculum for teacher training at the vysoké školy, but certain components are always present: education in a specific field (education in the field of future teaching), pedagogical education (psychological, pedagogical, didactic) and pedagogical practical training or usually general education (e.g. the ICT or foreign language). The relative weights of these subjects can vary.

Before 1989 the management of heterogeneous groups of pupils did not represent a particular problem because there was a tendency to create relatively homogenous groups of pupils in the Czech education system. This changed gradually during the 1990s and a process of integrating children who are disadvantaged in terms of health or social condition into the general population was launched (see 10.1., 10.2.), and relevant legal regulations were gradually adopted. Institutions training educational staff must take the existing legislation into account. They should also take into account current curricular documents, general educational principles and current issues on the state of knowledge of world.

There is no general directive requiring that teacher training should also include developing the ability of future teachers to deal with pupils or their parents, although this is in fact generally included in the curriculum of individual schools in some way.

8.1.6.1. Pre-primary education

At a central level, the content of future teachers' education at the střední školy is determined by the Ministry of Education. A new, two-stage system of the development of documents is being prepared which gives larger competencies and also responsibility to school (for more see 5.2.).

The majority of teacher candidates at the střední školy study the Pedagogy of Pre-School Education and Extra-Curricular Activities. The timetable includes the general subjects – e.g., Czech language, foreign language or mathematics (52 weekly hours per study) and vocational subjects – pedagogy, psychology, music, art and physical education accompanied by the methodology, personal and drama education, literature and language practice, ICT and educational technique and teaching practice in the 3rd and 4th years (63-68 weekly hours per study).

The vyšší odborné školy decide the content of their courses independently. Since 1st January 2005, the educational programme has been subject to accreditation (see also 6.11.1.).

The content of the curricula of the vysoké školy is decided by each institution itself (see 6.11.2.).

8.1.6.2. Primary education

Faculties of education are totally autonomous as regards the proposal of content and character of individual study programmes. However, the proposed study programmes are subject to accreditation (see 2.7.1.2.).

The initial training of teachers of the first stage of the základní škola has a form of a concurrent course. The curriculum generally consists of five basic modules:

- a subject module (the basics of all educational areas taught at the first stage of the základní škola);
- a pedagogical and psychological module (including practical training);
- a university basics module (philosophy, history, rhetoric, ecology, computer technology etc.);
- a didactic module (theory and practice of teaching educational areas at the first stage of the základní škola);
- an upgrading module.

Each student usually chooses an area of specialisation – e.g. music, visual arts or physical education, foreign languages etc. The studies usually consist of ten terms (only at one school eight terms), each of 13-15 weeks.

8.1.6.3. Secondary education - general subjects

Faculties training teachers are completely autonomous with respect to the content and character of individual study programmes, but proposed study programmes are subject to accreditation (see 2.7.1.2.). The curriculum of teacher training in general subjects consists of subject studies and pedagogical training (teaching methodology, pedagogical and psychological courses and practical training), and possibly of general education (e.g. foreign language). In 2007/08 the majority of fields was structured. The Bachelor's programme usually includes some pedagogical components or is fully academic (mainly at non-educational faculties). The graduates do not have the teaching qualification (only at one school they have a qualification of the asistent pedagoga in a given field). Only in consecutive usually two-year Master's programme they can directly study the teaching of a given subject. The study is focused mainly on teaching of subjects and further pedagogical fields; students take teaching practice and develop knowledge in given subject.

Teachers at the compulsory lower secondary level or teachers of general subjects at the střední školy /conservatoire are usually qualified as subject specialists or semi-specialists. The subject combination of specialists depends on their choice at the beginning of their studies and can be selected from a list of combinations or from a list of individual subjects set by the faculty. The situation differs between faculties. The course usually consists of ten terms, each usually of 12-15 weeks.

8.1.6.4. Upper secondary education - vocational subjects

The teachers of theoretical vocational subjects at the střední školy are mainly trained as specialists in their fields at the vysoké školy. The concurrent model is only in some fields at some faculties (e.g. economic). Faculties that train teachers are completely autonomous with respect to the content and character of individual study programmes. However, the proposed study programmes are subject to accreditation (see 2.7.1.2.). The consecutive pedagogical training consists of pedagogy, psychology, teaching methodology, and usually the teaching practice. The teaching programme is accredited by the Ministry of Education, Youth and Sports (in case of Bachelor's programme according to the Act on Higher Education – see 6.11.2., in case of life-long learning programme at vysoká škola or in case of the study of pedagogy in the institution for in-service training of educational staff according to the Act on Educational Staff – 8.2.10.).

Teachers of practical education and teachers of practical training obtain a vocational and teaching qualification separately (the consecutive model). The content of the vocational training differs according to the level of education. In case of higher education the curriculum is in competency of vysoká škola (see above), a similar situation is for the tertiary professional education – the schools prepare their own educational programmes, which have to be accredited by the Ministry of Education, Youth and Sports (see 6.11.1.). The higher and tertiary professional education is focused primarily on the academic study of a field. The curriculum of the education in the fields of the střední vzdělání s maturitní zkouškou (it is a minimum requirement for vocational qualification) and střední vzdělání s výučním listem (the qualification which is obligatory for the teachers of practical training) is set at the central level, but the new two-stage system of the development of curricula is being prepared. The education in these fields includes to a large degree the general education component. (For more information see chapters 5.2. and 5.13.) The teaching (pedagogical) part of the training is similar to that for the teachers of theoretical vocational subjects.

Also the content of the art subject teacher training depends on the level of their education and the teaching (pedagogical) part of the training is similar to that for the teachers of theoretical vocational subjects. The education at conservatoires includes the general, vocational (art) and pedagogical component – for more information see 5.13.5.

8.1.6.5. Teachers in classes or schools for children, pupils, or students with special educational needs

The content and scope of the curriculum of special needs training for teachers in classes/schools established for children, pupils or students with special educational needs (with disabilities) varies according to the type of a vysoká škola and type of study. Compulsorily or optionally, it includes basic courses in patho-psychology, paediatrics, psychiatry, neurology, and in individual fields of special needs pedagogy (etopaedia, logopaedia, surdopaedia, tyflopaedia, psychopaedia, and somatopaedia). Students can sometimes opt for a narrower area of specialisation. The curriculum also generally includes practical training in special classrooms/schools or at special needs facilities, and/or clinical training. The study of special needs pedagogy focused on the 1st stage also includes vocational basics and teaching methodology of educational areas of the 1st stage. The study of special needs pedagogy for the 2nd stage presupposes concurrent study of one of the general subjects.

Teachers working with children, pupils or students who have impaired hearing ability have to demonstrate knowledge of sign language.

8.1.7. Evaluation, certificates

The evaluation of students and their certification depends on the level of their education. They do not differ from the evaluation and certificates of those studying a different field of study. For the methods of evaluation at individual types of schools, see the following: for the základní škola – only the asistent pedagoga (see 4.12.); for střední škola and conservatoire, (see 5.15.); for vyšší odborná škola, (see 6.13.1.); and for the vysoké školy, (see 6.13.2.). For completion of the study programmes and certificates at these schools, see the following: for the základní škola, (see 4.14.); for střední škola and

conservatoire, (see 5.17.); for vyšší odborná škola, (see 6.15.1.); and for the vysoká škola, (see 6.15.2.).

Rules for the evaluation of educational results and for completion of study programmes at various educational levels are stated in the Education Act or in the Higher Education Act, and in respective regulations (see 4.3., 5.3., 6.3.). If the future teacher is required to have a Bachelor's degree, s/he takes the state final examination at the end of a three-year Bachelor's programme, which also usually includes the defence of a Bachelor's paper. The subject matter is optional and is set by individual faculties. Successful graduates obtain a Bachelor's degree (Bc.). In a Master's study programme, students take state final examination which always includes the defence of a thesis. Other elements of the examination are determined by individual faculties. Successful graduates obtain a Master's degree (Mgr.), or in some fields other titles (e.g. the "inženýr" – for more info see 6.15.2.).

In case of the consecutive pedagogical training the certification differs according to the type of training:

- the Bachelor's degree course at a vysoká škola leads to a state final examination (including defence of a thesis); after passing the examination, graduates obtain a Bachelor's degree;
- the life-long learning study programme at a vysoká škola is completed by final examination and defence of a final paper, the successful participants receive a certificate confirming the completion of the relevant course;
- by studying pedagogy at an institution for in-service training of educational staff; the successful participant receives a certificate on the basis of a final examination and defence of a final paper.

8.1.8. Alternative training pathways

There are no alternative training paths other than the concurrent and consecutive models.

As a result of the extensive differentiation of vocational education, there are also external staff working as teachers at the střední školy, conservatoire and vyšší odborné školy. They are not the educational staff and thus are not required to have taken courses in methodology.

The obligatory qualification can be forgiven if the teacher was 50 (or more) on the date the Act on Educational Staff came into force (1 January 2005) and has proved the competence to teach by the long-term performing of the direct educational activity at given type of school for at least 15 years or if the vysoké školy do not offer programmes for obtaining qualification for teaching vocational subjects at a střední škola or vyšší odborná škola in given field; in such a case the highest qualification in the field is sufficient.

8.2. Conditions of Service of Teachers

Conditions of service for teachers, other educational and non-educational staff at schools and special purpose establishments and for academic staff and other staff at the vysoké školy are set out in the Labour Code and other generally binding national labour regulations. The self-governing body of a higher educational institution can specify these according to its needs and they are anchored in its internal regulations. The specification of service conditions at other schools and school facilities is the responsibility of the school head. If there are trade unions at the workplace, the service conditions are the subject to negotiation. All these local specifications, however, must still respect the framework set by generally binding legal regulations.

Schools and school facilities are legal entities and are responsible for labour relations, as they are the teachers' employers. The school heads decide on labour law issues relating to their employees.

Compliance with the conditions of service at the vysoké školy is the responsibility of senior academic officials (rektor, děkan). Regulation provisions are administered by the personnel departments of rector's and dean's offices, although these do not have any decision-making powers.

8.2.1. Historical overview

The historical development of teachers' working conditions is given together for all levels of education (see 8.2.1.1.), with the exception of tertiary education (see 8.2.1.2.).

8.2.1.1. Pre-primary to secondary education

Until the end of 1785, when the level of teachers' salaries and benefits in kind was fixed, teachers were paid in kind only. The Education Act of 1869 fixed salaries purely in monetary terms, depending on the size of the communities, and set down the conditions of service, including teaching loads. Salaries were set to reflect local conditions. From 1875 women teachers' salaries were the same as for men. Between WW1 and WW2 teachers in primary schools taught 28 hours a week, and those in lower secondary schools 24 hours a week. The pre-war legislation remained in force after WW1, except for the so-called Small Education Act (1922) which changed the conditions of service by setting a maximum number of pupils per class.

A new salary policy was introduced in 1950 by the law on the work and salaries of state employees. A government decree was attached setting a salary scale for teachers. Five salary categories corresponded to the school stages where the teachers worked (with university teachers in the fifth category). Teachers were eligible for promotion after 5 years but this was dependent on political status. In addition to the basic salary set by the scale, teachers also received a differential salary component according to the complexity of the work resulting from e.g. organisation of school or the nature of the teaching. Allowances for school heads were decided by the size of the school.

The 1956 salary scale contained three salary categories (for 1st stage – primary level, 2nd stage – lower secondary level and upper secondary general level). Each of these included two qualification groups and 6 5-year time bands). In 1958 separate scales were set for teachers in different levels and types of schools.

The salary scale of 1966 unified the salaries for upper secondary teachers, as well as qualification requirements and teaching loads (21 hours a week at upper secondary schools). It was amended in 1967, 1972, 1974, 1978 and 1979.

Until the end of 1992 teachers were paid on the basis of salary scale for educational staff, issued by the Ministry of Education in 1985 and amended in 1987. This regulation set a very low basic rate of pay with various financial benefits and its implementation in practice was very complex. The decisive factor for the placement of educational staff on individual salary scales was the teacher's education rather than the type (complexity) of the work performed. Teaching loads varied: at the 1st stage – primary level – they were 23 hours a week, at the 2nd stage – lower secondary 21 hours a week, at upper secondary level 19 hours a week.

The content and organisation of education was always the sole responsibility of the state administration as the guarantor of education. An amendment to the School Act in 1990 and the law on state administration and self-government in education in the same year introduced radical changes. Schools and educational facilities could now become legal entities if their governing body so decided. During the 1990s, the střední školy were run by the state and the mateřské školy and základní školy were run by a municipality. At a number of schools (especially at small základní školy and mateřské školy), their founders did not opt to make use of this right. Gaining the status of a legal entity has increased the decision-making powers of school heads, particularly in labour regulations, within the scope set by labour and pay regulations. According to labour law conditions, the schools were functioning in two ways until 2003: either the school was a legal entity and the school head basically acted as the employer (in the role of the employer's authorized representative); or the school did not have the status of legal entity and the employer was a sub-regional state administration authority (first, the so-called District People's Committee; since 1992 a local educational authority with district competences, and from 2000 to 2003 the District Authority). By law, every school and school facility has been a legal entity since 2003 and has therefore employed teachers directly. The state authorities' role as employers was abolished at all levels. Local and regional authorities may currently influence the working conditions at individual schools only within the scope of the budget they provide for the school's operation and its investment needs. It directly influences, for example, health and safety

issues and the constitution of working environment.

From 1 May 1992 to 31 December 2006 staff of school and school facilities were paid according the law on salary and related Government regulation governing the remuneration of all employees in the public service. There have been moves to reduce the historical lag in teacher salaries behind the salaries of other employees of the public sector.

Since 2001, there has begun to be a certain differentiation in the remuneration of public service workers, based on increases in salary rates in relation to the basic scale which is generally used for public service employees. This increased salary scale applies to educational staff and some other professional staff. The differential has gradually been increased and teachers' salary rates are now approximately one fifth higher than the basic salary rates.

The need to attract young people to the teaching profession has resulted in accelerated promotion at the beginning of their career. This regulation also applies to all categories of public services, not only education.

Other changes in teacher remuneration reflect the Government decree on remuneration of employees in public services and administration, which places employees into 16 salary categories as opposed to the original 12. It is the shifts in the placement of educational staff in individual salary categories which have undergone the most significant changes in the form of teachers' remuneration so far, and these changes affect especially teachers of základní školy.

For recent modifications see 8.2.11.1.

Between the years 1994 and 2004 the number of monthly salaries payable per year was officially 14. The 13th salary was usually paid in May, together with the April salary and the 14th salary was usually paid in November together with the October salary. However in the last five years the 13th and 14th salaries have usually been only 50% of an average monthly salary, meaning that, in fact, the total income corresponded to 13 monthly salaries. Since 2005, the payment of additional salaries has been abolished and the salary system now consists of 12 monthly payments.

Between 16 January 1992 and 31 December 2006 the teachers of private and denominational schools were remunerated by the Act on wage and remuneration for working availability and on average income that codified only the minimum wage rates (dependent on acquired education and valid in case that the wage was not agreed in a collective bargaining), and some claimable parts of the wage. All other wage matters (wage systems, qualification catalogues and wage forms) were subject to free negotiation between the employer and employee.

After 1989, teaching loads were increased for the first time on 1st September 1992 and for the second time from 1 September 1997. Due to the pressure from the association of trade unions and in connection with the formation of new government, teaching loads were reduced on 1 September 1999 to their previous level. (For details see 8.2.12.1.)

Before 2001 the law gave teachers, including school heads and their deputies, eight weeks (40 days) holiday a year. Teachers at a mateřská škola, including school heads, previously had six weeks holiday each calendar year.

8.2.1.2. Tertiary education

When Czechoslovakia was founded in 1918 university teaching staff were of high quality. During WWII Czech universities were closed down and many university teachers persecuted. The increase in higher education after WWII, various ideological interventions in higher education personnel policy (1948-1989), and several waves of emigration by the intelligentsia between 1938 and 1989 led to a drop in the standards of university teachers' qualifications. The average age of teaching staff at universities is very high.

The 1990 Higher Education Act and a subsequent amendment in 1993 aimed to reduce the negative impact of these trends (decrease of qualification level and increase of average age). Both pieces of legislation freed higher education personnel policy from its dependence on ideology and subjected it to democratic principles, but their influence on personnel policy at universities has been limited.

In 2006 the average age of newly appointed professors was 54,5 years, for the docenti it was 46 years. For statistical data on academic staff see 8.7.5.

Until 1998, teaching staff of higher educational institutions, as for other educational staff, had been remunerated according to pay regulations in force for state employees. The Higher Education Act transformed higher educational institutions into public bodies and empowered them to issue their own internal pay regulations.

8.2.2. Ongoing debates and future developments

The Ministry of Education, Youth and Sports prepares the amendment to the Act on Education Staff and its working version is negotiated with teachers' associations, representatives of regions and other partners. The Act imposes that unqualified teachers complete their qualification (at least start to study) by the end of 2009 (for more see 8.2.5.1.). But a substantial part of teachers apparently will not manage to fulfil this requirement, among others because of a low capacity of study programmes and other programmes. Different possibilities are considered which could solve the situation – postponement, lower age limit or length of experience, for which the teacher qualification can be forgiven. Other changes could deal with the permeability of qualifications, above all of the foreign language teachers at the základní školy. The possibility for teachers to carry out work which is not a direct educational activity outside workplace (school), which the Labour Code and Work Rules permit but is under full responsibility of the employer are also discussed.

The National Institute of Further Education (see 8.2.10.) prepares a project for 2008-2012, which should analyse the contemporary state of in-service training of teachers and propose and test a new system focused on the evaluation and assurance of quality of education, funding, career development system of non-educational staff, uniform information support and the way of implementation of the new system. It reflects shortages in the present system, such as confused offer of training, insufficient evaluation and assurance of quality of education, minimal impact on educational staff development and funding without relation to the priorities of further education.

One of the aims of the Ministry of Education's long-term strategy for the vysoké školy for the period from 2006 to 2010 (see 2.6.1.2.) with respect to the funding of higher education, is to achieve expenditure on the vysoké školy of 1% of VAT and to draw in private investment in higher education to a larger extent. Thus, the internal debt of the vysoké školy, which is reflected in the low levels of remuneration of the vysoké školy employees, should be eliminated. The pay of higher education staff is below the norm usual for European countries and this has a negative impact on their age structure, but also (and mainly) on the quality. The Ministry of Education will also support the constitution and realization of further education system and personality development of academic staff.

Bibliography: Dlouhodobý záměr vzdělávací a vědecké, výzkumné, vývojové, umělecké a další tvůrčí činnosti pro oblast vysokých škol na období 2006-2010

Institutions: National Institute for Further Education

8.2.3. Specific legislative framework

The conditions of service of teachers and academic staff are generally similar to that of other occupational categories under the Labour Code. All the teachers to whom the Act on Educational Staff (including the staff at pre-primary, primary, secondary as well as tertiary professional education) applies are listed in sub-chapter 8.2.3.1. The working conditions of academic staff are stated in sub-chapter 8.2.3.2.

Legislation: Labour Code

8.2.3.1. Pre-primary to secondary education

The definition of educational staff and their list are included in the Act on Educational Staff (see the introduction to chapter 8.). In terms of working conditions, there is primarily important that part of the definition states that the educational staff are always the employees of a legal entity which performs the activities of a school and school facility (i.e. a school). Schools can exceptionally use the service of a job agency (e.g. in case of the lectors of foreign language), staff employed under such conditions are not subject to the Act on Educational Staff.

The same act specifies the requirements for performing the function of all categories of educational staff (i.e. not only teachers). Specification of professional qualification requirements is included.

The basic service conditions, including the remuneration of all employees, are set in the Labour Code. The basic regulations of the salary of public service employees are included. The details on salary scale system and other terms of salary are set by the Government regulation on pay terms of employees in public services and administration.

The Labour Code also includes the general regulations of pay valid also for the remuneration of teachers of private and denominational schools. In this area, the concept of guaranteed pay (the minimum level of which is declared by a Government regulation) has been established, replacing the minimum pay rates (see 8.2.1.1.).

The Work Rules for the staff of schools and school facilities established by the Ministry of Education, Youth and Sports, region, municipality or voluntary union of municipalities sets the details on the duties of employees as well as employers related to the employment, on the work load, holidays and leave for self-study, and supervision of pupils.

Another relevant legislative document is the government decree setting the extent of direct teaching, educational, special educational needs or pedagogical-psychological activity (see 8.2.12.1.).

Teachers have the right to appeal to unions in questions of labour relations if these operate at the school. According to the Labour Code the employer is obliged to consult with the trade union on working conditions. The employer is legally obliged in some cases to ask the trade unions for approval of a decision which influences the working conditions of employees.

If labour disputes arise between employees and employers (and they do not concern the enforcement of collective agreement), the first point of appeal according to Education Act is the school's founder. For the střední školy, it is usually the region (regional administration); for the mateřské školy and základní školy the municipality (municipal administration). A further authority which is authorized to deal with labour disputes is the labour inspectorate (according to the law on the State Labour Inspection). The court represents the last instance.

Legislation: Government regulation on the minimum wage, on the minimum levels of guaranteed wage, on defining an aggravated workplace, and on the amount of extra charge for work at aggravated workplace
Legislation: Government regulation on pay terms of employees in public services and administration
Legislation: Government regulation on determination of direct educational, special needs, and eduactional and psychological activities of pedagogical staff
Legislation: Decree which settles work rules for the staff of schools and school facilities established by the Ministry of Education, Youth and Sports, region, municipality or voluntary union of municipalities
Legislation: Law on inspection of work
Legislation: Act on educational staff and modification of some acts
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)
Legislation: Labour Code

8.2.3.2. Tertiary education

Teachers of the vyšší odborné školy are remunerated according to the same rules as teachers of lower education levels (see 8.2.3.1.).

In addition to the Labour Code and other generally binding legal regulations, current higher education personnel policy is governed by the law on higher education.

According to the Act on Higher Education and with respect to the general labour legislative the vysoká škola has to issue the internal pay regulation accredited then by the Ministry of Education, Youth and Sports.

Legislation: Government regulation on the minimum wage, on the minimum levels of guaranteed wage, on defining an aggravated workplace, and on the amount of extra charge for work at aggravated workplace
Legislation: Act on Higher Education Institutions (the Higher Education Act)
Legislation: Labour Code

8.2.4. Planning policy

There is no planning policy relating to the supply and demand of teachers in the Czech Republic. Statistical indicators on numbers of pupils and teachers are monitored continuously at all educational levels.

The only relevant measure related to planning policy is the 2003 government decree according to which all sectors dependant on state funding had to decrease the number of employees by 2% p.a. from 2004 to 2006. This prescribed rate of decrease in staffing levels corresponded approximately to the rate by which the number of pupils is decreasing in pre-primary, primary and secondary education in this period. Because the education sector (the Ministry) did not have any direct tool for achieving such a decrease in employment rates, it indirectly forced the schools to do it by reducing the level of funding for pays by 2% per year. But it was a territorial measure which did not take local conditions into account (geographical distribution of population and regional economic conditions). The Government last used this system of budgetary cuts in education in 2005 and in 2006 it was no longer used.

The State and individual regions have tried to plan the development of the education system at a more general level by publishing The Long-Term Objective of Educational Development and Development of Education System. The Ministry of Education and regions are required by law to issue these documents and keep them up-to-date. These long-term objectives are not concerned with planning the number of teachers or the number of pupils, but, in particular, they presuppose the development of individual educational fields depending on the national and regional demographic, economic, cultural, social, and historical conditions.

The Higher Education Act lays down the obligation of both the Ministry of Education and the vysoké školy to publish long-term objectives for institutions of higher education and keep them up-to-date (see 2.6.1.). These long-term objectives are one of the factors on the basis of which the level of subsidies for the public vysoké školy is determined. (For more information see 8.2.2.)

Bibliography: Dlouhodobý záměr vzdělávací a vědecké, výzkumné, vývojové, umělecké a další tvůrčí činnosti pro oblast vysokých škol na období 2006-2010
Bibliography: Dlouhodobý záměr vzdělávání a rozvoje vzdělávací soustavy České republiky

8.2.5. Entry to the profession

With respect to the different rules of recruitment, the conditions for educational staff (at the levels from pre-primary through to secondary, and at the vyšší odborné školy) may be found in chapter 8.2.5.1., and for academic staff in chapter 8.2.5.2.

8.2.5.1. Pre-primary to secondary education

Teachers are appointed through an open recruitment procedure. A contract of service is always concluded between a teacher and a school head with respect to the rules set by the Labour Code. Schools' founder (that is, local and regional offices) cannot influence the recruitment of new teachers or the structure of educational staff. The status of schools as legal entities is characterized by complete autonomy of individual schools in the field of labour relations. The prerequisites and requirements for performance of functions by educational staff are specified in the Act on Educational Staff. An educational worker can be a person who:

a) is fully eligible to legal act,

b) is qualified for direct educational activity he/she performs (for more see 8.1.4.),

c) has no criminal record (by submitting an extract from the Criminal Register),

d) is in good state of health (undergoes an entrance medical check-up) and

e) proves knowledge of the Czech language (not required from persons who passed the maturitní zkouška exam from the Czech language and from teachers of a foreign language or conversation and teachers in schools with other than the Czech language of instruction).

If a teacher does not have an appropriate qualification, he/she can perform direct educational activity if:

- he/she was 50 (or more) on the date the Act on Educational Staff came into force and has at least 15 years of practice;
- he/she has begun his/her studies to acquire an appropriate qualification at least by 2009 or;
- the vysoké školy do not offer programmes for obtaining such qualification.

For more details on types of contracts see 8.2.6.1.

8.2.5.2. Tertiary education

For recruitment of teachers of the vyšší odborné školy (ISCED 5B), see 8.2.5.1.

Under the Higher Education Act the positions of members of academic staff at all vysoké školy are filled through application procedures which are detailed in each institution's internal regulations.

8.2.6. Professional status

The employment of educational staff as well as academic staff is regulated by the general labour legislation, primarily the Labour Code. All staff are employed under standard employment contract. Only the employees of schools of Army, Police, Fire Service and Prison Service (state schools) can be civil servants; their status is subject to special legislation.

With respect to some differences, educational staff are dealt with in 8.2.6.1., and section 8.2.6.2. is focused on the professional status of academic staff.

8.2.6.1. Pre-primary to secondary education

The educational staff in schools established by the municipalities, voluntary unions of municipalities, regions (public schools) or by the Ministry of Education, Youth and Sports (state schools) are the public service employees who are employed under standard employment contract. Their employment is subject to the Labour Code and Work Rules for employees of schools and school facilities.

There is no ethics code of educational staff.

The types of contracts available to teachers of the mateřská škola, základní škola, střední škola and vyšší odborná škola are as follows:

A permanent contract

The current legislation favours permanent contracts of employment.

An employer can terminate a permanent contract only for reasons stipulated by the law (see 8.2.15.).

A fixed term contract

In certain cases a teacher can be employed on a fixed term contract at most for two years. The legislation allows exceptions to this rule in the following cases:

- the employee is receiving a retirement pension (in such a case, she/he may conclude only a fixed-term employment contract with a duration of one year at the most);
- the employee is substituting for another employee who is temporarily absent (for example, because of an illness, maternity leave, et.);
- there are particular operational reasons, which the employer has to agree with trade unions (if they are active at the school).

During the term of this fixed term contract the teacher has the same rights as if on a permanent contract.

A contract on working activity

It is a specific kind of fixed-term labour contract, which is used mainly for so-called external employees, contract must be in writing. The teachers are not remunerated according to pay scales, but according to the terms of their contract. The use of these contracts is limited by law so that the scope of work carried out under these contracts must not exceed half of the set weekly working hours on average.

Agreement to complete a job

It is a specific kind of fixed-term labour relation which is also used for external employees. The teachers are not remunerated according to pay scales but receive an agreed sum for the work. Use of these agreements is limited by law to a maximum of 150 hours a year for any one job.

Part-time contracts

There is a freedom of contractual content as to the number of working hours and both contracting parties are unlimited by the law in part-time contracts Only in the case of pregnant woman and employees with dependent children under fifteen (or with person of the second or higher level of dependence) the employer is forced to agree with the part time.

8.2.6.2. Tertiary education

For the professional status of the vyšší odborné školy see 8.2.6.1.

Types of contracts for academic staff and teachers of vyšší odborná škola are the same as in 8.2.6.1. According to the Higher Education Act the academic staff can enter into repeated contracts fixed for up to 5 years.

Permanent contracts are usually concluded with the docenti and profesoři. Other academic staff usually enter into fixed-term contracts.

The academic staff are subject to general labour legislative (only the employees of the state schools in the status of civil servants are governed by specific legislation). The status of academic staff is set by the Higher Education Act and in details by the internal regulations of an institution.

The Higher Education Act recognises the following academic rights and freedoms of academic staff:

- the freedom of scientific, research and artistic work and to publish its results;
- the freedom to teach in a spirit of openness towards various scientific opinions, scientific and research method and artistic styles;
- the right to a free choice of study area within the study programmes offered and the freedom to express one's own opinions in teaching;

- the right to elect representative academic bodies;
- the right to use academic insignia and to perform academic ceremonies.

A member of the academic staff is a member of the academic community and as such has the right to be nominated and elected to academic bodies, including the academic senate, the rektor, děkan, a scientific, artistic or academic council or a disciplinary commission.

As a member of the academic community a member of the academic staff can be charged with the function of the vice-rector, deputy dean, director of a higher education institute or manager of other parts of a vysoká škola (e.g. the head of department).

As a representative of the academic community he/she can be a delegate to national higher education bodies (e.g. the Czech Rectors' Conference or the Higher Education Council).

In 2007 the Higher Education Council issued the Model Ethics Code for the Academic Staff of Vysoké Školy on the basis of the European codes and the Ethics Code of the Researchers in the Academy of Sciences of the Czech Republic and recommended to institutions to accept it or to develop their own code. Many vysoké školy have just issued their ethics code.

Institutions: Council of Higher Education Institutions
Institutions: Czech Rectors' Conference

8.2.7. Replacement measures

Measures for substituting educational staff (in pre-primary, basic, secondary, and tertiary professional education) are regulated by other rules (8.2.7.1.) than for academic staff (8.2.7.2.).

8.2.7.1. Pre-primary to secondary education

School heads are responsible for the recruitment of teachers (for more see 8.2.5.1.). In the event of teachers' absence (e.g., in case of short-term absence, teachers suffering from an ongoing illness, or a teacher on maternity leave) there are no special regulations for replacing them. Thus the responsible representative can use various procedures:

- a temporary change in the working content of other employee (only with the consent of the latter;
- an increase in working duties of existing staff (while complying with the rules specified in legislation);
- an increase in class sizes (but only up to the limit specified by legal regulation – see 4.8., 5.10. and 6.12.);
- the assurance of pupils' supervision by other school employee of legal age;
- the recruitment of a fully and appropriately qualified substitute teacher.

Redeployment is possible between educational levels (for example, from lower secondary level to primary) with the agreement of the teacher. A school head may require a teacher to carry out up to four hours a week of direct educational activity over and above his/her set workload and further hours by agreement. The direct educational activity during the substitution of an absent teacher is also understood as direct educational activity over and above the set workload. The teacher is entitled to receive allowance at the rate of twice the average hourly income for each hour of direct educational activity over and above the required level.

The school head can assure the pupils' supervision by other school employees of legal age in case they were properly instructed on the performance of supervision.

The employer must make a formal request to Labour Offices if there is a vacancy at school. In the event of short-term substitutions (including substitution for a teacher on maternity leave), it is not necessary to notify the Labour Office.

In case of teacher shortages, schools or appropriate authorities use a range of emergency measures.

They can recruit a candidate:

- who is fully qualified;
- who is not fully qualified; in such a case, the non-qualified teacher is, in accordance with the legislation, obliged to commence the studies towards gaining the necessary qualifications by 31st December 2009 at the latest (for more see 8.2.5.1.).

Cancellation of lessons is not normal in the Czech Republic. If a teacher is absent, pupils can be sent home if the cancelled subject is the last lesson of the day (in case of older pupils), otherwise supervision is provided for the pupils (i.e. substitution of an absent teacher).

8.2.7.2. Tertiary education

As for other teachers, there is no regulation for teachers of the vyšší odborné školy as to replacing an absent teacher. The same rules apply as for the teachers at lower educational levels (see 8.2.7.1.).

In the case of academic staff all decisions concerning replacement measures are the sole responsibility of the vysoké školy and are set out in the relevant institution's internal regulations. In practice the cancelling or replacing of a lesson is more common at vysoké školy than at lower educational levels.

8.2.8. Supporting measures for teachers

There are a number of supporting measures for educational staff (in pre-primary, basic, secondary and tertiary professional education) which are specified in 8.2.8.1. Internal regulations of schools apply for academic staff (see 8.2.8.2.).

8.2.8.1. Pre-primary to secondary education and tertiary professional education

Support for new fully qualified teachers

The Labour Code requires from the employers to provide school leavers (up to 2 years after completing the school) with a professional practice and in case of non-qualified employees to introduce them into the job. The actual forms of introducing the commencing teachers are not set by legislation, thus the form of initiation depends on the school head. The school head can assign to a new teacher a so-called senior teacher who helps him/her at the beginning of teaching practice. Legal regulations do not specify any advantages for the senior teacher; thus it is the school head's decision if s/he grants the senior teacher remuneration in form of a non-claimable component of salary. New staff members do not have a reduced workload. A new entrant may obtain advice, information and informal feedback from the management, and take advantage of the classroom observations etc. Introducing teachers to work is monitored by the Czech School Inspectorate and it has been given a positive assessment in its reports.

Other forms of support and assistance available to all teachers

Teachers do not get any special help in cases of personal problems and conflicts with which they may be confronted. Theoretically they can use the pedagogicko-psychologické poradny but these are primarily focused on the problems of children and pupils (see 10.6.10.) The employers have to secure the company preventive care (usually in the form of a contract with company doctor) and provide mainly the entrance and regular preventive medical examinations.

In the event of teaching problems teachers can ask for advice from an expert from a so-called methodological cabinet. These specialist groups are made up of experts in each teaching subject in the region. Since 1990 this form of teamwork has been voluntary and there is no legal regulation determining the existence and rules of the work, but it does have a long tradition.

In cases of especially serious teaching problems it is possible to use experts from the school inspectorate, which is part of the state education system.

When a teacher chooses to use the support of the regional methodological expert, it is purely the teacher's decision. In the case of the school inspectorate, it is the school head or teacher who can initiate this help. The issues mentioned are not however regulated by any legal regulation. Consultations are free of charge for the teacher.

A teacher has no legal claim to relief or support when the number of pupils exceeds class size norms.

A teacher consults educational problems and special educational needs of pupils with a výchovný poradce, who works at every school (for more information see 4.15. and 8.5.). In class with a pupil with special educational needs (no matter if he/she is integrated or it is a class established for those pupils), the school head can established the position of an asistent pedagoga (for more information see 8.5.).

A teacher who acts as a class teacher, carrying out certain specialised activities, and teachers or other staff in special classes or schools are entitled to allowances of varying amounts – see 8.2.11.1.

Teachers can work with mixed groups of pupils some of which have learning disorders, sensory or physical impairments or come from various ethnic groups. On the varying forms of support for education of different mixed groups which are meant for those who are educated as well as for the educators see 10.5.3. and 10.7. Teachers in mainstream classes with integrated pupils with special educational needs are not legally entitled to higher salary payment, although a school head may offer e.g. an increased personal allowance (see 8.2.11.1.).

Legislation: Act on population's health care

Institutions: Czech School Inspectorate

8.2.8.2. Tertiary education

For supporting measures for teachers of the vyšší odborná škola, see 8.2.8.1. All decisions relating to support for teachers are the responsibility of the vysoké školy and are set out in the relevant institution's internal regulations.

8.2.9. Evaluation of teachers

Educational staff (in pre-primary, basic, secondary, and tertiary professional education) are assessed by their school heads, who are responsible for the scientific and professional quality of education. No criteria or methods have been set centrally for the assessment. The results of the assessment form the basis for setting personal allowances or possibly bonuses (see 8.2.11.1.). Other methods of personal evaluation, such as peer assessment by a colleague, self-evaluation and assessment by the pupils or parent are also being developed.

In accordance with the Act on Educational Staff, educational staff are ranked within career grades. The career grade is specified by the following: a description of activities, professional qualifications or other prerequisites of qualifications which a teacher is obliged to satisfy in order to be able to carry out such activities. The parameters of career system are specified by the Ministry of Education in a decree on in-service training of educational staff. The career advance is usually reflected in higher salary category, or the allowance (see 8.2.11.1.).

For information on the evaluation of schools as a whole see chapters 9.4.1.1. and 9.4.2.1.

The assessment of the academic staff is an internal process regulated by the school's status; it is usually carried out during the transition from one qualification stage to the other. The majority of schools use the evaluation by students. For the evaluation of a school as a whole see chapters 9.4.1.2. and 9.4.2.2.

The Labour Code requires from (each) employer to discuss the system of evaluation with the trade union if there is one at the workplace.

Legislation: Decree of the Ministry of Education, Youth and Sports on in-service training of education staff, Accreditation Commission and career scheme of educational staff

8.2.10. In-service training

Every employer must take care of the professional development of his/her employees, among others in the form of deepening and increasing of their qualification.

In-service training of the educational staff

According to the Educational Act, binding for schools up to the level of the vyšší odborné školy, the school head creates conditions for in-service training of educational staff. The obligation for the educational staff of public schools and school established by the Ministry of Education, Youth and Sports to participate in in-service training for renewing, strengthening, and supplementing their qualifications during their educational activity is set explicitly by the Act on Educational Staff. The details of this education are set by the relevant decree.

In-service training of educational staff is organised by a school head in accordance with a plan of in-service training which is developed after negotiations with a relevant trade union (if there is one at the workplace). The school head must take into account the study interests of a teacher, the school needs and its budget. Completing the in-service training course may be a part of further qualification requirements needed for a career grade (see 8.2.9.).

In-service training of educational staff can take place:

- at the vysoké školy, at the institutions of in-service training of educational staff and at other facilities on the basis of accreditation granted by the Ministry of Education;

- by self-study.

The regulation lists three types of in-service training:

Courses aimed at gaining required qualifications

These include:

- courses leading to completion of pedagogical qualification (life-long learning courses at vysoká škola and the study of pedagogy in the institution for in-service training of educational staff);
- courses leading to extension of qualification for direct educational activity at a different type or stage of school, or for teaching further subjects or performing direct special educational activity with children, pupils or students with disability other than for which the teacher is qualified (life-long learning courses at vysoká škola);
- courses for the asistent pedagoga (study in the institution for in-service training of educational staff);
- courses for heads of schools and school facilities.

This type of education is equal to preparatory education described in chapter 8.1. and for school heads in 8.3.1.

Courses aimed at meeting further qualification requirements

These include:

- courses for educational management staff – school heads and their deputies (life-long learning courses at vysoká škola)
- courses for the výchovný poradce (life-long learning courses at the vysoká škola) – for more information on the výchovní poradci, see 8.5.
- courses aimed at gaining required qualifications for the performance of specialized activities, including:
    - coordination in the area of information and communication technologies;
    - elaboration and subsequent coordination of educational programmes for schools and educational programmes for the vyšší odborné školy;
    - prevention of socially pathologic phenomena;
    - specialized activities in the field of environmental education;
    - specialized activities in the area of spatial orientation of visually disabled children and pupils.

The content of these courses is gradually being specified in methodological documents of the Ministry of Education.

Courses aimed at perfecting professional qualifications

Teachers may improve their professional qualification in continuous education which concentrates on theoretical and practical issues related to the process of education and training. The content is formed mainly by new information in general pedagogy, educational and school psychology, general teaching methodology and teaching methodologies of individual subjects; it further includes new findings from various fields of science, technologies and arts, prevention of socially pathologic phenomena, and health safety and protection. Continuous education may further include language education for educational staff. Continuous education has generally the form of a course or a seminar, which last at least 4 lessons.

The regulation also sets duration of individual types of this education.

Courses aimed at meeting further qualification requirements and courses aimed at gaining required qualifications are completed with a final examination and usually also with the defence of final paper. The successful participants of the in-service training obtain a certificate issued by the institution providing the education.

Educational institutions and programmes which are focused on in-service training are accredited by the Ministry of Education, Youth and Sports on the basis of an application form filed by a natural or legal entity. An Accreditation Commission acts as an advisory body. The accreditation of an educational institution is granted for 6 years and accreditation of an educational programme is granted for 3 years. The Ministry of Education controls the activities of the accredited programmes and keeps a list of all accredited educational institutions and programmes.

The number of organisations which offer in-service training is very high. Some programmes of further teacher education may only be held at the vysoké školy within the life-long learning programmes. The greatest number of courses are offered by the Národní institut pro další vzdělávání (NIDV) which developed out of the transformed pedagogická centra (educational centres) in 2004 and which functions as an institution of the Ministry of Education, Youth and Sports receiving funding from the State Budget. It has 13 regional workplaces, each of which offers a number of educational programmes in their region. NIDV provides for the planning and organization of educational programmes, prepares national projects which are covered by resources from the European Social Fund, and is the institution responsible for government priorities in in-service training of educational staff which include the following:

- management;
- framework educational programmes;
- foreign languages;
- information and communication technologies;
- further government priorities (e.g. prevention of social-pathological phenomena, people protection during the emergency and the traffic upbringing, health education…);
- specialized programmes (including those for secondary education);
- career system.

According to the Labour Code, an employee is entitled to receive a pay according to the pay regulations valid for the employer for any education aimed at gaining the qualifications required for performing their job. The employer is entitled to order the employee to participate in education, which might even include possible work outside normal working hours or participation in education outside working hours.

In case of self-study the educational staff is granted 12 free days in a school year if serious operational reasons do not impede (for more information see 8.2.12.1.).

In-service training of academic staff

The obligation of academic staff to further educate themselves is not explicitly formulated in the Higher Education Act. But the Higher Education Act states that in addition to teaching the academic staff must fulfil also the scientific, research, development, artistic and other creative activities. According to the Model Ethics Code for Academic Staff of Vysoké Školy (see 8.2.6.2.), which is not binding document but many vysoké školy prepared their own ethics code on its basis, the academic staff permanently

develop their own abilities, extent and deepen knowledge and skills in the area of their professional focus as well as general educational work. In-service training depends on individuals' personal motivation and is associated with the development of their academic career. In-service training of academic staff is fully encouraged by the Ministry of Education (see 8.2.2.).

Legislation: Decree of the Ministry of Education, Youth and Sports on in-service training of education staff, Accreditation Commission and career scheme of educational staff

Institutions: National Institute for Further Education
Institutions: Pedagogical Centre for Polish Minority School
Institutions: Institute for Professional Development, Faculty of Education, Charles University

8.2.11. Salaries

Payment terms of educational staff (in pre-primary, basic, secondary, and tertiary professional education) (8.2.11.1.) and academic staff (8.2.11.2.) are regulated by different acts.

8.2.11.1. Pre-primary to secondary education

The conditions of remuneration in public and state schools have been included in the new Labour Code and particular government decree for all employees in the public services and administration (except for regular soldiers and members of security corps). Salaries are payable monthly on a basis and the payment of 13th and 14th salaries has been abolished (for more see 8.2.1.).

Salary scale system

The salary scales have 16 categories (according to the complexity of work) and 12 steps (according to the length of service). The tariffs in the scale valid for the remuneration of teachers overrides the tariffs in the basic scale, but are lower than in a scale for some other groups of employees, e.g. in the health service. All teachers who are fully qualified are entitled to salary advancement within the salary scale, irrespective of the type of contract or the form of the employment relationship.

In placing a teacher on the relevant level of the salary category, the employer takes into account the most demanding work the teacher is required to do within the provisions of their contract of service and the relevant qualification requirements. Educational staff are placed in the range between 8th and 13th categories, with the 14th category being used for educational staff only in exceptional circumstances.

Classification of educational staff in the salary category on the basis of Work Catalogue, Career Scheme and the Guideline of the Ministry of Education, Youth and Sports (the salary range is valid for 2007):

- teachers of the mateřská škola: 8th – 10th category (minimum 134 040 CZK, maximum 237 720 CZK in a year);
- teachers of the základní škola (1st and 2nd stage): 11th – 13th category (minimum 171 360 CZK, maximum 302 760 CZK in a year);
- teachers of general and vocational subjects of the střední škola: 11th – 13th category (minimum 171 360 CZK, maximum 302 760 CZK in a year);
- teachers of practical education and practical training: 9th – 11th category (minimum 145 440 CZK, maximum 257 640 CZK);
- the vychovatel (by a type of facility): 8th – 12th category (minimum 134 040 CZK, maximum 279 360 CZK in a year).

All teachers can be placed in a higher salary category if they participate in the development of a field of study or educational documents of a regional or nation-wide scale.

The salary scales do not allow salary advancement by gaining further qualifications, with the exception of the výchovný poradce. To perform this task, a teacher is required by law to have completed the prescribed in-service training. After its completion, the school head may delegate to the teacher activities which place the teacher into a higher salary category (at the základní školy, střední školy and vyšší odborné školy, from the 12th to the 13th salary category). Some other additional responsibilities

and management of the teachers are paid by the system of allowances – see bellow.

Within the salary category the teachers are placed into the salary steps according to the length of the professional experience. Which experience and to what extent are included is up to the school head, the basic rules are set by the Government regulation. Fully included is a period in the area of the required work for which the knowledge of the same or similar nature is needed; for teachers this is usually any teaching experience. At a maximum of 2/3 of other working experience are included depending on their efficiency for given work. In case of temporary interruption lasting a longer period of time, this period is included in time required for salary advancement only in some cases and to a different extent (e.g. in case of maternity or parental leave up to 6 years).

Salary rates do not rise at a steady rate but increase faster at the start of a teacher's career, with the first increment coming after the first year of service. The second and third increments come after two subsequent years of service, the 4th to 6th increments after three years of service each, the 7th to 9th after four years of service each, and for each of the last two steps a teacher requires five years of service.

Salary advancement stops once the last (12th) step on the scale is reached, which is after 32 years of service. Each seniority-related increase represents only one step on the salary scale. The difference between the steps on the scale is about 4%. The total increase between the 1st and the 12th steps in all salary categories is around 50%. For the salary advancement within the salary steps, teachers are not expected to take other work than that expected by the contract (additional administrative responsibilities or participation in the school management).

When teachers change an employer they usually maintain the same salary step they have reached in previous employment. An exception is when the previous employer acknowledged to some extent a teacher's non-teaching experience but the new employer did not do so (because they took a different view on whether this non-teaching professional experience was appropriate to the new position).

Additional salary components

Regulations relating to overtime pay and salary allowance for the performance of additional responsibilities are set centrally by law. Teachers have a right to overtime pay. The teacher is entitled to receive an allowance of twice the average hourly earning for each hour of direct educational activity over and above the required level of the total working hours. The eligibility for overtime pay is reviewed monthly.

For teachers working part-time, overtime work is considered as part of their normal workload and the allowance for these additional hours is the same as for hours worked in the contractual working time. If the number of working hours exceeds the legal working week, each overtime hour above this number is considered as normal overtime.

The law sets some additional responsibilities for which the teacher is granted the allowance. Teachers have a right to it. The general level of these allowances is set by law, although there is a degree of a discretion left for an employer in deciding on the actual level of these allowances for the performance of additional responsibilities.

Allowances are payable to the teachers for the performance of the following responsibilities (2007):

- leadership of other employees – it is set in percents of the highest salary steps in the given category: 5-40% according to the level of leadership (for school head it can be even more – see 8.3.2.);
- class teachers (or heads of departments at a conservatoire or a základní umělecká škola or heads of study groups at a vyšší odborná škola) – CZK 400 to 1000;
- teachers of apprenticeship or job practice whose direct educational activity involves uninterrupted supervision of pupils who are exposed to a heightened risk of injury due to use of machines, tools and apparatus – CZK 400 to 1000;
- teaching in classes with pupils from different years (i.e. málotřídní školy – see 4.5.) or teaching special groups, classes and in schools for pupils with special educational needs – CZK 600 to 2000;
- performance of specialized activities – CZK 1000 to 2000. Legal regulations define the specialized activities as follows:
    - coordination in the area of information and communication technologies;

- elaboration and subsequent coordination of educational programmes for schools and educational programmes for vyšší odborné školy;
- prevention of socially pathologic phenomena;
- specialized activities in the field of environmental education;
- specialized activities related to the spatial orientation of visually disabled children and pupils.

For a good or an extra work a teacher can be granted an individual allowance or bonus, their allocation is fully in the responsibility of the school head and there is no a claim to it. In 2006, both these non-claimable components of salary – individual allowance and bonus – amount to approximately on the average 12% of a teacher's total salary.

The school head can award a one-shot bonus for discharge of an extra task.

Individual allowance can be paid for continuing very good performance at work or larger extent of work, e.g. for regular activities such as administration of a school library, controlling school materials, organising school competitions, mentoring and support for other teachers, more difficult work in classes integrating pupils with special needs, etc. It can amount to 50% (in some cases 100%) of the salary rate of the highest salary step of the salary category. The level of and criteria for these salary components are not set by law and are fully in the responsibility of the school head. If a school head decides to pay this allowance, it is paid monthly until the school head decides otherwise.

For working with pupils with special educational needs individually integrated to a mainstream school (including pupils who are participants of proceeding for awarding international protection on the territory of the Czech Republic) a teacher does not have a legal right to any special allowance compared to the teachers of special classes and schools. But the school head can grant individual allowance in a higher rate to teacher. This can also be done due to the fact that within the frame of the formula funding of schools from the State Budget a school gets allowance per pupil with special educational needs. The amount of this allowance depends on the nature of pupil's special educational need and on the fact if he/she is integrated. The amount is decided by the Regional Authority.

Non-earnings-related incentives

Public and state schools are obligated to establish a cultural and social needs funds of employees and their relatives, from which the employer contributes in the limits set by a decree e.g. to meals, recreation, social aid and loans, a part of the contribution could go to additional retirement insurance or hazard life insurance or gifts for teachers' anniversary.

Teachers wishing to improve their knowledge of their own subject or of another subject in the curriculum can receive training related-benefits. They can gain free time for self-study (see 8.2.12.1.). On agreement with the school head, the costs connected with the in-service training can be paid by the school. The school head decides in all the mentioned cases.

Within their limits the schools can offer to the teachers other benefits. Some schools or municipalities, e.g., provide the teachers with housing. According to the decision of the school head and given rules, the teachers can also use the office equipment of a school (telephones, faxes, computers, photocopier, etc.).

Legislation: Guidelines of the MEYS for remuneration of the educational staff and other employees of schools and schools facilities and their categorisation according to the 16-category Work Catalogue
Legislation: Government regulation on pay terms of employees in public services and administration
Legislation: Government regulation defining the work catalogue and qualification requirements, and modifying the Decree on salaries of employees in public service and administration (Work Catalogue)
Legislation: Decree of the Ministry of Finance on cultural and social needs fund
Legislation: Act on educational staff and modification of some acts
Legislation: Labour Code

8.2.11.2. Tertiary education

For pay terms of teachers at the vyšší odborné školy, see 8.2.11.1.

Pay terms for academic staff at the public and private vysoké školy are governed by the Labour Code and internal pay regulation of the relevant vysoká škola.

The pay scale, placing of academic staff into pay categories and the amount paid to individual staff members is the responsibility of each public or private institution. However, if the pay is not set by a collective agreement, it has to be at least at the minimum rate of the guaranteed pay set by the Government regulation. The pay must always be higher than minimum wage.

Within the frame of the internal regulation, the academic staff may also enjoy various benefits over and above the basic pay in the form of special allowances (e.g. for the performance of an academic function), individual allowances (usually up to 100% of the basic rate of pay), or in the form of an agreed sum.

In 2007 the average pay of academic staff of public vysoké školy funded from the state budget was CZK 34 469 a month. Of those:

- the average pay of the profesoři CZK 55 660;
- the average pay of the docenti CZK 42 870;
- the average pay of the odborní asistenti CZK 29 373;
- the average pay of the asistenti CZK 23 457;
- the average pay o thef lektoři CZK 23 771;
- the average pay of educational staff in the research and development CZK 35 891.

The pay terms of academic staff of state institutions are governed by the pay regulations for public and subsidised organisations, in case of their duty status by the specific service regulations.

Legislation: Government regulation on the minimum wage, on the minimum levels of guaranteed wage, on defining an aggravated workplace, and on the amount of extra charge for work at aggravated workplace
Legislation: Labour Code

Bibliography: Statistická ročenka školství 2006. Zaměstnanci a mzdové prostředky

8.2.12. Working time and holidays

The number of working hours for educational staff (in pre-primary, basic, secondary, and tertiary professional education) and academic staff is determined by the Labour Code. These two categories of staff, however, show number of differences and therefore educational staff are dealt with in section 8.2.12.1. and academic staff in section 8.2.12.2.

8.2.12.1. Pre-primary to secondary education

Working time

Teachers' working hours are set by the Labour Code at 40 hours per week, as for all other employees. They include direct educational activity set by the number of working hours per week and other activities associated with this obligation and resulting from the organisation of educational provision in schools. The responsibilities and the general workload of teachers are set by the Education Act, Act on Educational Staff, in more details by the Government Regulation on the extent of educational activity of educational staff and the Work Rules for employees of schools and school facilities.

This Government Regulation and Work Rules apply only to employees of schools and school facilities which are established by municipalities, voluntary units of municipalities, regions, or the Ministry of Education, Youth and Sports, not to the private and denominational schools, nor to schools governed by sectors other than the education sector.

Weekly teaching hours are equal for all teachers of the same category irrespective of the form or length of their contract. The law lists some exceptions when the teaching hours can be shorter.

The direct educational activity of school heads and their deputies decreases according to their school size. The table below shows individual categories of educational staff. The extent of teaching activity of teachers who perform the function of the výchovný poradce is reduced by 1-5 lessons a week, depending on the school size (for more information see 8.5.). In a similar way, the weekly direct teaching activity of a teacher who works as a methodologist of information and communication technologies is reduced by 1 to 5 lessons.

Table of direct educational activity

Categories of educational staff	Number of hours of educational activity	
	Teacher	School head
Teacher of the mateřská škola	31	12-24
Teacher of the základní škola	22, 20-22[1]	8-16[2], 5-8[3], 4-16[4]
Teacher of the střední škola, conservatoires and vyšší odborná škola	21[5], 21-25[6], 25-35[7], 21-26[8]	2-6
Teacher of the základní umělecká škola	21[9], 23[10]	3-9
Vychovatel	27-28[11], 28-30[12], 25-27[13], 30-32[14]	5-8[11], 15-20[12], 5-8[13], 9-10[14]
Educator responsible for leisure activities (in středisko volného času)	at least six times a week	at least twice a week

[1] 1st year of základní škola, first stage of detached základní škola designed for pupils with special educational needs, including the základní škola speciální

[2] základní škola with the first stage

[3] základní škola with the second stage, with the first and second stages

[4] detached základní škola designed for pupils with special educational needs

[5] teacher of general and vocational subjects, teacher of practical training of detached schools designed for pupils with special educational needs

[6] teacher of practical education

[7] teacher of practical training

[8] coach

[9] individual instruction

[10] group instruction

[11] internát

[12] školní družina and školní klub

[13] school provision for institutional and protective education and preventive education care

[14] domov mládeže

(Glossary terms used in Table: mateřská škola, základní škola, vyšší odborná škola, základní umělecká škola, vychovatel, středisko volného času, základní škola speciální, internát, školní družina, školní klub, domov mládeže)

A school head may require a teacher to perform up to 4 lessons a week of direct educational activity over and above the required level, although the teacher may agree to further lessons. Educational staff are entitled to receive an allowance for these additional lessons (see 8.2.11.1.). If a teacher's working hours have been extended, there is no need to modify either the employment contract or any other formal conditions of the employment relationship. Teachers cannot influence the number of appointed teaching hours.

The workload over and above the direct teaching activity – additional tasks connected with direct educational activity – is set by the school head. As an example the Work Rules set the following list of activities:

- preparing for direct teaching activity;
- preparing the teaching aids;
- correcting written, graphic and other pupils' work;
- supervision of children and minor pupils in a school (e.g. during the breaks) and during activities organised by the school;
- co-operation with other educational staff, the výchovný poradce, the school prevention methodologist and the methodologist of information and communication technologies;
- co-operation with the legal guardians;
- professional care of collections of teaching materials, libraries and other facilities serving education;
- task connected with the provision of class teacher and výchovný poradce;
- participation at meetings summoned by the head employee of the school or the school facility;
- study or participation in the in-service training.

When they are not performing a direct educational activity, the educational staff can work at agreed place other than school or school facility. The place is decided by the school head. During the days when there are no lessons and the teachers do not take a leave of absence they must perform the tasks connected with teaching.

Educational staff are obliged to attend in-service training while they perform educational activities. They are entitled to 12 working days off per academic year and to salary equalling the amount of lost earnings. The school head allows the educational staff to take their days off at a time when no serious operational reasons prevent them doing so, which is mostly on days when there are no lessons at a school, generally on days of shorter (other than summer) holidays or days when there are no lessons (no education).

Until now teachers did not have a formal input into planning the centrally prepared curriculum. The 2004 Education Act introduced a new system of creating curricular documents for pre-primary to upper secondary education. The schools create their own school educational programmes (SEP) on the basis of framework educational programmes (FEP) for individual courses – for more information see chapter 3.10. (for the mateřské školy), 4.10.1. (for the základní školy) and 5.2. (for the střední školy). The school head is responsible for the development of the school educational programme but the active participation of teachers is also required. It brings not only new professional tasks to their work but also the need of closer co-operation in the team on behalf of coordination of particular educational areas and cross-curricular relations.

The most typical teamwork is provided at the school level through so-called subject commissions (předmětové komise) made up of teachers teaching the same or related subjects. Their task is to coordinate the work of particular teachers of one subject, to bear in mind the links between different areas of study and to create the necessary curricular documents to organise teaching in the subject. Until 1990 these subject commissions had an official status but since then this form of teamwork has been voluntary and there is no legal regulation determining the existence or rules of the work. There is however a long tradition which makes this kind of teamwork possible.

The next aspect of teamwork is in specialist groups, the so-called methodological cabinets (metodický kabinet) for a region. These specialist groups are made up of experts in each teaching subject in the region. Until 1990 there was a formal regulation establishing these groups, but now the setting up of these teams is not obligatory (i.e. not prescribed by any legal regulation) and in the number of regions this system is provided voluntarily. The task of these groups is to share in the creation of curricular documents within the field, to organise in-service training of teachers, to organise pupils' school competitions, and to implement new methods and technologies in the teaching process.

Holidays

All educational staff have eight weeks holiday. Other forms of legal absence are included in the Labour Code. In some cases even the maximum number of days of legal absence is prescribed (e.g. at maximum of 20 days per year when performing a public function). The number of hours (days) of absence in a year does not affect the teacher's workload. However, if the number of days on sick leave exceed 100 in one year, the employee's holiday is reduced by one twelfth.

Generally the teachers take their vacations during school holidays. Employers may allow exceptions from this rule in special, justified cases.

The timing of holidays for teachers at a mateřská škola is set with regard to the specific conditions in their school so that it can continue to operate without interruption.

Legislation: Government regulation on determination of direct educational, special needs, and eduactional and psychological activities of pedagogical staff
Legislation: Decree which settles work rules for the staff of schools and school facilities established by the Ministry of Education, Youth and Sports, region, municipality or voluntary union of municipalities
Legislation: Act on educational staff and modification of some acts
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)
Legislation: Labour Code

8.2.12.2. Tertiary education

Working hours and holidays for employees of the vyšší odborné školy are organised in the same way as for employees of the střední školy (see 8.2.12.1.). The following information relates to staff of higher educational institutions.

Working Time

The working hours of academic staff are set down in the most general terms in the Labour Code (40 hours per week). Depending on the level of their qualification the academics participate in the design and implementation of the study programmes, in decision-making and creative research, development, art and others activities. For actual workload and extent of teaching activity there is no general legislation. Specific duties of academic staff are formulated in the internal regulations of an institution and in the employment contract. They are implemented in accordance with the schedule of the academic year, according to the requirements of study programmes or within the duties assigned to the teacher by their employer. In addition to teaching and creative activities they can include e.g. consultation to students, assessment of students, participation in enrolment proceedings and state final examinations, supervision of the final works of students, etc.

Holidays

Academic staff are entitled to 8 weeks leave as set by the Labour Code. According to the Higher Education Act they can request a six-month period of leave once in seven years if there are no serious educational factors to prevent this. The full pay is paid through the period of sabbatical leave.

Legislation: Act on Higher Education Institutions (the Higher Education Act)
Legislation: Labour Code

8.2.13. Promotion, advancement

With respect to a complete dissimilarity in promotion of education staff (that is, staff working in pre-primary, basic, secondary, and tertiary professional education) and academic staff due to the different legislative frameworks, these two categories of staff are dealt with in different sections 8.2.13.1. and 8.2.13.2.

8.2.13.1. Pre-primary to secondary education and tertiary professional education

The Act on Educational Staff introduces a set of rules and a career system that allows for placing educational staff into career grades. This enables educational staff of public schools and schools established by the Ministry of Education, Youth and Sports to advance in their profession in so-called career grades which are specified by professional qualifications, a description of activities which they have to perform at a relevant level of education, or other prerequisites of qualifications, such as professional experience or certificates confirming the competence to perform given activities. If the employee performs an activity within a given career grade, it can in some cases mean promotion to a higher salary category or a claim to receive an allowance for a specialised activities or for leadership responsibilities (see 8.2.11.1.). Conditions for placing an employee on a certain career grade are specified by the Ministry of Education in a decree for individual categories of educational staff.

The assessment of teachers by a school head is reflected only in non-claimable components (individual allowance, or bonus) – for more information see 8.2.11.1.

In some cases the performance of additional activities (e.g., of the výchovný poradce, or the deputy school head) is reflected in lower direct teaching activity (see 8.2.12.).

To perform the function of a head of school or school facility, the school head must fulfil certain conditions – see 8.3.1.

The deputy school head may be a teacher who meets the qualification requirements for the relevant level of education. The school head decides upon their appointment.

A possible promotion in a teacher's career is the post of school inspector. However, school inspectors are not considered to be educational staff, but employees of the state administration (for more see 8.4.).

Legislation: Decree of the Ministry of Education, Youth and Sports on in-service training of education staff, Accreditation Commission and career scheme of educational staff

8.2.13.2. Tertiary education

For the advancement of teachers of the vyšší odborná škola, see 8.2.13.1.

An academic usually accomplishes his/her career within the categories of the asistent, odborný asistent, docent and profesor and he/she may theoretically begin their career at any level. The conditions of the placement into the category of asistent or odborný asistent are set by the vysoká škola. The conditions of the appointment of the docent or the profesor are set by the Higher Education Act.

Most often the professional career of an academic begins after the Master's studies and some time of practice or after the doctoral studies on the qualification level of the asistent or odborný asistent.

The degree of a docent is acquired through habilitation (procedure of appointment venium docendi), he/she is appointed by a rektor on the basis of a recommendation of faculty Scientific Council. The degree of a profesor is granted on the basis of appointment procedures, he/she is appointed by the President of the republic on the recommendation of the vysoká škola scientific council, submitted through the Minister of Education. In a habilitation procedure the scientific and artistic qualification is examined mainly based on habilititation thesis and its defence and on other scientific, professional or artistic works, and the educational qualification is examined on the basis of the assessment of the habilitation lecture and previous teaching experience. The minimum requirement is higher education qualification (which can be excused in artistic fields), the candidates usually have the title doctor. In procedure for appointment of the profesor, educational and scientific or artistic qualification of the candidate is assessed. He/she is a distinguished and respected scientific or artistic personality in his/her field. A prerequisite for launching the procedure is a preceding appointment of a docent. In order to enhance their qualifications, academic staff concentrate primarily on improving their professional knowledge (scientific work, post-doctoral studies, foreign internships). The teaching qualifications of academic staff may be improved through in-service training, or through taking various courses in higher education pedagogy.

Legislation: Act on Higher Education Institutions (the Higher Education Act)

8.2.14. Transfers

The transfer of educational staff (in pre-primary, primary, lower and upper secondary and tertiary professional education) to a different workplace is dependent on the general terms set down in the Labour Code.

It is not possible to transfer a teacher to a different teaching post than that specified in their contract without the teacher's agreement. The law also requires the contract to specify the place of work. Some exceptions are possible when the employer places the employee in another position than is described in their contract for reasons laid out in law (such as serious health reasons). This replacement relates to a change of work in the same place of work. Schools are legal entities and a transfer to another school is not possible. An employee can change the school only out of his/her will and after he/she has fulfilled conditions set by the new employer.

A certain percentage of teachers leave the education system, primarily due to poor levels of pay, which are in sharp contrast to remuneration terms elsewhere. Teachers also transfer from public schools to private schools that have different forms of remuneration. In recent years according to the statistical data it is no longer the case that the remuneration of teachers is higher at private schools.

Usually, there are no transfers of academic staff within the vysoká škola.

The level of occupational mobility in the sense of transferring to another is rather low. However, due to the dense network of the vysoké školy in the Czech Republic, occupational mobility in the form of part-time employment in different institutions to which the teacher commutes is possible.

Unfavourable pay terms for academic staff have lead to various undesirable forms of mobility such as a brain drain from the vysoké školy into the private entrepreneurial sector and this has been increasing recently. Better living conditions are the reason why docenti and profesoři as well as doctoral students and assistants leave the education system either for a certain period of time or forever. This leads both to a fall in the qualification standards of members of the academic staff and to the ageing of the academic community, as there is a lack of young academic staff and scholars. Both these trends are slowing down the development of higher education, particularly in the regions. The members of academic staff often work at a vysoká škola and concurrently at some other workplace.

Legislation: Labour Code

8.2.15. Dismissal

There is no legal regulation hindering educational staff (that is, staff working in pre-primary, basic, secondary, and tertiary professional education) or academic staff from changing their career if they decide so.

The Labour Code allows educational and academic staff, like any other employees, to end their employment by giving two months notice, or on the basis of an agreement with the employer. But the employer and employee can agree on the termination of the employment contract to any date. The agreement is valid if both sides agree, and it must be in a written form.

Employee may be dismissed under terms set down in individual provisions of the Labour Code (or by agreement with the employer at any time), which are legally binding. The reasons for dismissal are the following:

- liquidation or move of an employer or redundancy of an employee – the notice period is two months, and the employee is entitled to receive redundancy pay;
- for health reasons – the employee may receive compensation if this has been agreed upon in a collective agreement (where there are active trade unions), or if the employer has so determined in their internal regulation;

- non-fulfilment of preconditions or requirements for a proper work performance – the period of notice is two months, and the employee is not entitled to receive any compensation;
- gross violation of work duties or conviction for a deliberate crime for more than 1 year; according to the nature of violation, the period of notice is either two months, or in the most serious cases, there is no notice period. The notice is immediate and there is no entitlement to compensation.

In some cases the employees are protected from the notice, e.g., when they are temporarily unfit to work or during the pregnancy or maternity or parental leave.

These conditions are generally binding for all employees; there are no such provisions specifically for educational or academic staff.

Legislation: Labour Code

8.2.16. Retirement and pensions

Retirement for the population in general is governed by the law on pension insurance (in force since January 1996).

The terms governing educational and academic staff's entitlement to a retirement pension are the same as for other employees. There are no special advantages for teachers. There are two conditions – to reach a minimum length of insurance (25 years) and retirement age. Until 1996 the age limit for retirement was 60 for men and 55-57 for women (depending on the number of their children). It has since changed by 2 months a year for men and 4 months a year for women (see also 1.6.). After 65 years of age the minimum needed length of insurance is 15 years. There is no maximum age when people have to retire in the Czech Republic.

It is possible to take early retirement (early retirement). The claimant must reach the minimum length of insurance (25 years) and the time remaining to reach the retirement age is at most 3 years. The pension is lower than the standard one.

Teachers who draw a pension can continue teaching but they can have only the fixed term contract at most to 1 year (repeatedly).

Legislation: Act on pension insurance

8.3. School Administrative and/or Management Staff

The head is responsible for the administration and management of a school or a school facility. At schools which have legal status of a subsidised organisation or a school legal entity (i.e., most of public and denominational schools), the school head is the authorised body. School heads took over full responsibility for the quality and effectiveness of the educational process as well as for the financial management of schools, recruitment and dismissal of teachers, etc. The responsibilities of a head are described in detail in chapter 2.6.4.1. The school head can have one or several deputies depending on the size of school, but the extent of their responsibilities is decided by the head.

The responsibility for the administration and management of a public or state vysoká škola lies with the rektor. The deputy of a rektor is a vice-rector appointed by the rektor with set responsibilities. The administration and management of a faculty is in the responsibility of a děkan, who can be deputized for by a vice-dean. Financial management and operation is in the responsibility of the kvestor.

8.3.1. Requirements for appointment as a school head

The heads of the subsidised organisation (most of public schools) or school legal entity run by the Ministry of Education, Youth and Sports (MEYS), a regional authority, a municipality or a group of

municipalities, and the head of the relevant state organisation (for example, in army or police schools) are appointed by their founders, following a competitive recruitment procedure. The Ministry has defined the requisites for a selection process, including the announcement, the composition of selection committees for assessing the candidates, and rules for the formation, activities and decision-making of these committees.

Requirements for performance as a school head:

a) A school head may be a person who meets the requirements necessary for a teacher (see 8.2.5.1.).

b) A school head may be a person who has obtained experience while performing direct educational activity, or activities for which the same or similarly specialized knowledge is necessary, or while performing managerial activities, or activities in research and development.

The number of years of practice in education depends on the educational level at which the school head has worked.

Length of required practice for school heads

Head	Length of required practice
head of mateřská škola	3 years
head of základní škola, head of základní umělecká škola and head of school facilities, except for school provisions of institutional and protective education and preventive education care	4 years
head of střední škola, head of language school authorised to organise state examination, head of conservatoire, head of vyšší odborná škola and school provisions of institutional and protective education and preventive education care	5 years

(Glossary terms used in Table: mateřská škola, základní škola, základní umělecká škola, střední škola , vyšší odborná škola)

c) Except for the above requirements, a school head may only be a person who has gained knowledge in the field of school management by completing a study programme designed for school heads within the in-service training of educational staff (see 8.2.10.). Such knowledge has to be gained within 2 years from the day on which the person started performing the function of a school head, at the latest. The obligation to complete a study programme does not apply to those school heads who gained the knowledge in the field of school management in an accredited higher education course in School Management, or by completing a life-long learning programme run by a vysoká škola, which is focused on organization and management of education. This obligation is valid only for heads of public schools and schools established by the MEYS.

Therefore the office of head of private or denominational school is performed by an authorised body, by a member of the authorised body or another person employed by the school who fulfils the condition (a) and (b).

There are no qualification requirements for the position of rektor. The rektor of public and state vysoká škola is appointed by the President of the Czech Republic upon the recommendation of the Academic Board of related vysoká škola. For the administrative procedure of his appointment see 2.6.4.2.

Legislation: MEYS Decree on appropriateness of competition procedure and competition commissions
Legislation: Act on educational staff and modification of some acts
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)
Legislation: Act on Higher Education Institutions (the Higher Education Act)

8.3.2. Conditions of service

The remuneration of school heads of schools and school facilities follows, in general, the same rules as the remuneration of teaching and other staff of schools and school facilities (see 8.2.11.1.).

Particular salary conditions for heads of public/state schools (among others the amount of allowances and bonuses) are set by the body which appointed them to the position – see 8.3.1.

The basic salary and allowances are regulated by the rules set for teachers (see 8.2.11.1.). The range of allowances for leadership in schools and school facilities is stipulated by the Labour Code according to the level of leadership, it is 15-60% of the highest step in the salary category in which the school head is placed.

The pay of the rektor of a public vysoká škola is set by the Minister of Education, Youth and Sports, that of the rektor of a state vysoká škola by the relevant Minister.

Working hours and holidays of school heads are the same as those of other educational staff (see 8.2.12.1.). School heads of public and state schools also have teaching duties. For the extent of the direct teaching activity of a school head see 8.2.12.1.

The pension conditions are the same as for other employees (see 8.2.14.). School heads can be dismissed by the founder of a public or state school but only in accordance with binding legal provisions (see 2.6.4.1.) The rektor of public or state school can only be dismissed by the President of the Czech Republic (see 2.6.4.2.).

Except for in-service training in the field of management, which is a legal requirement for school heads, there are no other requirements relating to the training of school heads. However, as other teaching staff the school head is obliged to further educate himself/herself (see 8.2.10.).

8.4. Staff Involved in Monitoring Educational Quality

The Czech School Inspectorate (CSI) is an administrative authority with nation-wide powers. It is a state organisation and accounting unit that acts on behalf of the State as employer of CSI employees, who are employees of the Czech Republic. The CSI is organised in accordance with the rules of the state administration.

School inspectors, controllers and invited persons carry out inspection activities on the basis of written authorisation issued by the chief school inspector or a person authorised by the chief school inspector.

School inspectors perform mainly the following activities:

- acquiring information on the education of children, pupils and students, on the activities of schools and school facilities registered on the School Register, this kind of information is the basis for reports on the state of education in the Czech Republic;
- determining and assessing the conditions, course and results of education in accordance with relevant school educational programmes;
- determining and assessing to what extent the school educational programme is met and checking and assessing if the school accords with the legislation and framework educational programmes;
- performing statutory checks to determine whether legal regulations relating to provision of education and school services at schools and educational facilities registered in the School Register and at workplaces of persons where practical education or job practice take place are met.

A controller performs the following activities:

- carrying out a public-legal audit of the use of funds allocated from the state budget under Sections 160 through 163 of Education Act;
- carrying out statutory checks to determine whether legal regulations relating to provision of education and school services (providing school meals and safety and health protection) are

met.

School inspector and controllers always work in teams. The composition and size of inspection teams are determined by the head of the inspectorate, in the case of multi-regional teams by the deputy of the head for inspection activities or by the chief school inspector. The process and content of inspections are described in chapter 9.4.2.1.

The chief school inspector is the head of the CSI. Three deputies manage sections (inspection activities section, section of ICT, internal and external relations, and section of economy and administration). Directors of 14 regional inspectorates coordinate and monitor the work of their employees in the region. They are subordinated to the deputy of the inspection activities section.

Legislation: Decree on detailed conditions of organization of the Czech School Inspectorate and execution of the school inspection
Legislation: Act on educational staff and modification of some acts
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)
Legislation: Act on service of state employees in administrative authorities and remuneration of these employees in administrative authorities (civil service act)

Institutions: Czech School Inspectorate

8.4.1. Requirements for appointment as an inspector

An ústřední školní inspektor (chief school inspector) is appointed and dismissed in accordance with the interim regulations of the Education Act. The chief school inspector is appointed by the Minister of Education, Youth and Sports.

A school inspector as well as the controller is recruited on the basis of a competitive examination by the chie school inspector. The basic conditions are set by the law, the Czech School Inspectorate sets the following details.

The school inspectors must have a university degree with adequate professional and pedagogical experience, at least 5 years of teaching experience or pedagogical and psychological experience and preferably managerial experience in education. They have to be well informed in all factors influencing the success of educational processes (e.g. current trends in education, modern teaching aids and technology, educational practice in a multicultural environment, the integration of physically and mentally disabled children and pupils, identification and treatment of socio-pathological phenomena at schools, etc.). They have to be familiar with the legislation relating to education. They have to be well informed in the fundamentals of psychology, social sciences, rhetoric, law and management (human resources management, management, school administration, etc.). Other requirements are basic computer literacy and a group B driving licence.

The controllers must have a university degree in economics or law, at least 5 years of experience in education or state administration, and preferably management experience. They have to be familiar with the legislation relating to education, economy and control and control procedures. Other requirements are basic computer literacy and a group B driving licence.

A profile of personal qualities and competences has been set, based on the assumption that inspection and control activities place particular demands on an applicant's personality. The main qualities appear to be the ability to communicate, to educate oneself, personal integrity, emotional stability and equilibrium, adaptability and flexibility, the ability to work in a team, a lack of touchiness and suspiciousness, social responsibility.

Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

8.4.2. Conditions of service

Pay terms of employees of the Czech School Inspectorate (CSI) are regulated by the Labour Code and the Government Decree on remuneration of employees in public services and administration. The employer must respect the salary system described in 8.2.11.1. The CSI acts in accordance with generally binding labour regulations in setting the salary rate and similarly in setting salary advancement. The salary of a chief school inspector is stipulated by the Minister of Education, Youth and Sports in accordance with regulations for the state administration.

The labour contract regulates matters arising from duties and responsibilities of employees. Changes in labour contracts or agreements can be made through an agreement between the participants. The employee is only obliged to perform work of another kind or in another place than those stated in the labour contract in exceptional cases stipulated in the Labour Code.

The working week of the staff in the CSI as for other employees is 40 hours and the basic holiday entitlement is 5 weeks. The labour relation can be terminated only in accordance with the Labour Code (see 8.2.15.). Neither dismissal nor resignation suffices to terminate the employment. An employee must be offered another job adequate to their qualifications or if there is no suitable job within the inspectorate, the employee becomes redundant and if an agreement is not reached, then the reason for dismissal is taken from those stipulated in § 52 (c) the Labour Code. If the employee does not accept the offered job, this can be a reason for dismissal. The CSI is obliged to discuss the dismissal with a trade union beforehand.

The rules of retirement are set by the law on pension insurance (see 8.2.16.).

The CSI is responsible for upgrading or raising the qualifications of its employees and for the purpose of upgrading the qualification organises language courses, professional seminars and workshops guided by the internal lecturers and sends employees on courses organised by other institutions, mainly by the Institute of State Administration.

Legislation: Labour Code

8.5. Educational Staff Responsible for Support and Guidance

Guidance staff in the základní školy, střední školy, vyšší odborné školy and school facilities

Advisers work both directly at schools and at specialized advisory facilities. The výchovní poradci and school prevention specialists work at the základní škola, střední škola and vyšší odborné školy. School psychologists and special needs teachers also work at some schools.

Generaly, there are the výchovný poradce at all základní školy, střední školy and vyšší odborné školy and there can be more than one výchovný poradce at a school. The výchovný poradce is a teacher appointed to the function by the school head. According to a government decree which regulates the extent of direct teaching, educational, special educational needs and pedagogical-psychological activity of educational staff, the extent of direct teaching activity is reduced, in agreement with the number of pupils being offered the services, by 1 to 5 lessons a week for a teacher who acts as výchovný poradce.

Direct teaching activity of výchovný poradce decreases as follows:

a) at základní škola and střední škola with

up to 150 pupils	1 hour weekly
up to 250 pupils	2 hours weekly
up to 550 pupils	3 hours weekly
up to 800	4 hours weekly
over 800	5 hours weekly

b) at special schools with

up to 7 classes	1 hour weekly
up to12 classes	2 hours weekly
over 12 classes	3 hours weekly

The prerequisites for performing the specialised methodology activity of výchovný poradce are professional teaching qualifications for the relevant type or stage of school and completion of a study programme for výchovné poradce, which is organized by the vysoké školy as part of their life-long learning programme of at least 250 hours. The tasks of the výchovný poradce are specified in decree on the provision of guidance services at schools and school guidance facilities in detail (see 4.15.). The výchovní poradci are placed in higher salary category than other teachers (see 8.2.11.1.).

There have been school prevention specialists at schools since 1996, originally as school coordinators of prevention. Their activities are specified in the decree on provision of guidance services at schools and school guidance facilities in detail (see 4.15.).

The regulation on in-service training of educational staff, Accreditation Commission and career system of educational staff defines, in accordance with the Act on Educational Staff, that the prevention of socially pathological phenomena is one of the specialized activities for which educational staff have to obtain further qualifications (study programme of 250 lessons the content of which is strictly set). A school prevention specialist is entitled to receive allowance of CZK 1000-2000 (see 8.2.11.1.).

There are school psychologists and special needs teachers working at some schools. Their activities are specified in the regulation on the provision of guidance services at schools and school facilities. The plans for guidance services provided at schools aim to gradually introduce these workers mainly to schools with 500 and more pupils. The activities of these specialists should not be less than 0.5 of normal workload.

Based on the Act on Educational Staff, psychologists and special needs teachers working at schools and school facilities are included within the educational staff.

A school psychologist must have a Master's degree in psychology.

According to the Act on Educational Staff, a special needs teacher must have completed a Master's study programme in the field of pedagogical sciences focused on special needs pedagogy.

School facilities providing special guidance services are pedagogicko-psychologické poradny (PPP) and speciálně pedagogická centra (SPC). Other facilities, střediska výchovné péče (SVP), also help to provide guidance services; these centres are established according to the Act on Institutional Education and Protective Care in School Facilities and on Preventive Educational Care in School Facilities as a part of the system of school provision for institutional and protective education and preventive education care. For the duties of school advisory facilities and school provisions for preventive education care see 10.6.10.1. Specialist teams of school advisory facilities and school provisions for preventive education care consist of psychologists, special needs teachers, social workers and in the case of the SVP also of vychovatelé. From these institutions only social workers have generally not yet been included in the category of educational staff. According to the law on educational staff, psychologists of the PPP, the SPC and the SVP are considered as educational staff performing direct pedagogical-psychological activity, special needs teachers of the PPP, the SPC and the SVP are included among educational staff performing direct special educational needs activity and the vychovatelé are included among educational staff performing direct educational activity.

Qualification requirements for psychologists and special needs teachers in the PPP, SPC and SVP centres are the same as for the workers in these professions who work at schools. Social workers must usually have completed střední škola, or a vysoká škola in the field of social work. Vychovatelé of the SVP meet the qualification requirement if they have completed a higher education course focused on special needs pedagogy, or if they have extended the secondary or tertiary professional education prescribed for other vychovatelé by completing a Bachelor's degree or in a life-long learning programme with the focus on special needs pedagogy.

At schools and school facilities in which the number of children and pupils with special educational needs participating in lessons is higher, the school head may introduce the function of the asistent pedagoga after approval by regional office. They perform the direct educational activity, thus they are included among the educational staff. The prerequisites for this role are a completed higher education course in a pedagogical field of study, or the vyšší odborné vzdělání focused on social pedagogy, or střední vzdělání s maturitní zkouškou, střední vyšší odborné vzdělání or vyšší odborné vzdělání focused on training of the asistent pedagoga, or základní vzdělání and completion of an accredited education programme designed for the asistent pedagoga.

Guidance staff at vysoké školy

The number and categories of staff of a guidance centre of vysoká škola is not set by the law and is in the responsibility of the vysoká škola, it is determined by the type of the centre: Centres providing only psychological and pedagogical-psychological guidance have psychologists whose workload is divided between teaching and guidance. The same holds true of small centres providing study-related and career guidance, only the staff do not always have a qualification in psychology.

The reality is different in guidance centres with university-wide coverage. They usually employ two full-time staff that do not teach and hire external specialists for some of the work.

Counsellors are required to be qualified psychologists. A Master's degree in psychology or Master's study programme in combination with psychology is required. Also psychiatrists providing services to university students have to be qualified. Their education and qualifications are clearly defined. However, as regards a specialised degree in university guidance, there is virtually no initial or in-service training education of counsellors in universities.

Legislation: Guidelines for primary prevention of socio-pathological phenomena of children, pupils and students in schools and school facilities
Legislation: Government regulation on determination of direct educational, special needs, and eduactional and psychological activities of pedagogical staff
Legislation: Decree of the Ministry of Education, Youth and Sports on in-service training of education staff, Accreditation Commission and career scheme of educational staff
Legislation: MEYS Decree on providing guidance in schools and school guidance facilities
Legislation: Act on educational staff and modification of some acts
Legislation: Act on institutional education and protective care in school facilities and on preventive educational care in school facilities and amendment to other acts

Institutions: Educational and Psychological Counselling Institute of the Czech Republic

8.6. Other Educational Staff or Staff Working with Schools

Besides the teachers, management educational staff, guidance staff and the asistent pedagoga, the educational staff of schools and schools facilities are also the vychovatel, the educator responsible for leisure activities and the coach. Their salary and other employment conditions correspond to those of teachers (see 8.2.).

Apart from the educational staff, there are also non-educational staff working in schools and school facilities.

The category of non-educational staff includes:

- staff in school facilities who ensure its professional activity but are not the educational staff (e.g. social staff of school guidance facilities, technical staff in data processing centres, staff responsible with health, educators-assistants);
- staff in schools and school facilities who ensure its operation (i.e. administration, maintaining, service, catering – according to the labour force statistics those are technical and administrative staff and blue-collar professions).

In the vysoké školy there is no generally binding regulation stipulating what kind of staff apart from academic staff and administration and management staff should work in these institutions and in what numbers. This is set by the status of the institution. The professional profile of non-educational staff is therefore diverse and differs depending on the institution's area of specialisation. There are scientific, research and development experts, who do not teach, professional advisors, administrative staff, librarians, archivists, programmers, lab workers, medical staff, people working in school farms and forestry, sound and TV engineers at institutions providing art education, computer specialists in computerised rooms and other areas etc. The manual professions include maintenance staff, drivers, cooks in dining halls, cleaners, animal keeper, mechanical engineers etc. Their numbers fluctuate depending on budgetary resources.

Working conditions for the non-educational/non-academic staffs are governed by the same regulations as are valid for educational/academic staff of particular school/institution or school facility (see 8.2.3.).

8.7. Statistics

Please refer to subdivision for more details.

Bibliography: Statistická ročenka školství 2006. Zaměstnanci a mzdové prostředky
Bibliography: Statistická ročenka školství 2006/2007. Výkonové ukazatele
Bibliography: Vývojová ročenka školství v České republice 2001/02-2006/07

Institutions: Institute for Information on Education

8.7.1. Number of teachers

Number of teachers

	2005	2006	2007
Teachers in regional education – total (physical entity)	153 281	153 398	150 601
Women from total (%)	75.7	75.4	76.05
Teachers in regional education – total (full-time equivalent)	135 935.1	135 353.4	133 687.1
Women from total (%)	76.7	76.8	76.9
Academic staff at vysoké školy (physical entity)	19 108	19 785	21 335
Women from total (%)	34.0	34.2	34.6
Academic staff (full time equivalent)*	15 016	15 524	16 526

Source: Institute for Information on Education

* Number of teachers of the vysoké školy is only for the public vysoké školy.

Note: Since 2005 the categories of educational staff are recorded under the new Act on educational staff. At schools there are also other workers: the vychovatel, educator for leisure time activities, special pedagogue, psychologist, asistent pedagoga and coach. In 2007/08 there were 445 asistenti pedagoga for socially disadvantaged pupils in the mateřské školy, základní školy and střední školy. Other 2945 asistenti pedagoga cared for pupils with health disability.

8.7.2. Teacher salaries

Teacher salaries to per capita GDP (to economically active inhabitants) in current prices

	2000	2001	2002	2003	2004	2005	2006	2007
Teacher of mateřská škola	0.31	0.32	0.33	0.36	0.35	0.36	0.35	0.34
Teacher of základní škola	0.39	0.40	0.42	0.44	0.44	0.45	0.44	0.42
Teacher of střední škola	0.44	0.46	0.47	0.50	0.47	0.47	0.47	0.45
Teacher of vysoká škola (academic staff)	0.51	0.52	0.56	0.58	0.58	0.63	0.62	0.60

Source: Institute for Information on Education, Czech Statistical Office

Interval of annual basic salary of teacher (gross salaries – estimates based on the base payment)

Level of education	Minimum*				Maximum*			
	2003/04	2004/05	2005/06	2007/08	2003/04	2004/05	2005/06	2007/08
Základní škola – 1st stage	181 890	203 200	219 600	226 665	312 700	330 900	350 800	375 129
Základní škola – 2nd stage	181 890	203 200	219 600	226 605	312 700	330 900	350 800	375 129
Střední škola – general education	198 470	213 300	230 600	240 561	340 430	351 400	372 000	403 161

Source: Institute for Information on Education

* Minimum = at the beginning of the career, maximum = at the end of the career.

Glossary terms used in Tables: mateřská škola, základní škola, střední škola, vysoká škola

8.7.3. Initial training of teachers and educators

Number of teacher training fields

	2001	2002	2003	2004	2005	2006	2007
at vysoké školy*	29 544	31 033	33 532	36 469	39 654	41 986	45 720
at vyšší odborné školy	1 343	1 265	1 308	1 714	1 733	1 784	2 225
at střední školy	3 109	3 295	3 309	3 249	3 134	3 024	2 955

Source: Institute for Information on Education

* We published only overall data for fields "teaching, educational science and social care" (učitelství, pedagogika a sociální péče). For the vysoké školy it is a number of physical entities modified to 31 December of given year.

Glossary terms used in Table: vysoké školy, vyšší odborné školy, střední školy

8.7.4. In-service training of teachers

In-service training of teachers (data for the number of studies, not physical entities)

	2001	2002	2003	2004	2005	2006	2007
for acquiring teaching qualification	4 755	6 279	7 225	5 924	6 594	6 083	6 445
for extending teaching qualification	2 834	2 861	2 732	5 719	4 768	6 293	5 856

Source: Institute for Information on Education

8.7.5. Academic staff of vysoké školy

Academic staff of the vysoké školy (average registered number of employees – full-time equivalent)

	2003	2004	2005	2006	2007
Educational (academic) staff	14 220	14 623	15 016	15 524	16 526
of which profesoři	1 524	1 640	1 708	1 780	1 831
docenti	3 233	3 233	3 272	3 330	3 358
odborní asistenti	7 719	8 071	8 355	8 374	8 668
asistenti	1 399	1 250	1 321	1 513	1 574
lektoři	345	428	359	527	581
educational staff of the research and development*	-	-	-	-	514
Profesoři and docenti in total	4 757	4 873	4 980	5 110	5 188
Profesoři and docenti in total (in %)	33.45%	33.32%	33.17%	32.92%	31.39%

Source: Institute for Information on Education

* From 2003 to 2006 this category was not monitored.

Glossary terms used in Table: profesoři, docenti, odborní asistenti, asistenti, lektoři

9. EVALUATION OF EDUCATIONAL INSTITUTIONS AND THE EDUCATION SYSTEM

Internal evaluation is carried out by educational institutions at all levels including the tertiary level and also by specialized sectoral institutions and authorities including the Ministry of Education, Youth and Sports itself. Managers of these institutions are responsible for internal evaluation.

External evaluation is carried out by both public administration and the pedagogical sphere.

Under the Education Act, the Czech School Inspectorate carries out external evaluation of schools at all levels (at the tertiary level only of vyšší odborné školy) and of school facilities. The governing body of a school or school facility can also carry out an evaluation according to criteria published in advance.

External evaluation of vysoké školy activities and the quality of accredited programmes are the responsibility of the Accreditation Commission. The Ministry of Education, Youth and Sports controls a range of vysoké školy activities.

At the regional level, the education system is evaluated by the regional authority in a report on the state and development of the educational system in the region. The education system of the Czech Republic is evaluated by the Ministry of Education in its Annual Report on the State and Development of the Educational System of the Czech Republic and by the Czech School Inspectorate in its own annual report. The Ministry of Education executes preliminary, interim and subsequent inspections of the correctness and effectiveness of the use of funds allocated or contracted.

The Ministry of Education provides educational statistics and pedagogical research in the fields under its responsibility, for the purposes of evaluating the education system and making decisions concerning its development. Further research is carried out independently by vysoké školy. Since 1990 there have been various international activities in the field of evaluation.

9.1. Historical Overview

The history of school inspection is closely connected with the overall organisation of the education system. The modern form of education was first organised during the second half of the 18th century, with the first centrally organised institution for the control of schools being founded in 1759. It was called the Court Educational Commission (Dvorská studijní komise) and its task was to provide a uniform administration and control of the Austrian school system and to ensure its improvement and development. In 1869, the Austrian Education Act introduced a uniform system of state supervision over schools to replace the supervision formerly carried out by the Church. District school inspectors became the main inspection body with functions of control, consultancy and new initiatives. They were subordinate to regional inspectors, but all administrative bodies had a role to play in school supervision.

This inspection system remained even after Czechoslovakia gained independence in 1918. A fundamental change occurred as late as 1949 with the overhaul of the state bureaucracy, when inspection bodies became part of the territorial set-up of state administration bodies (as well as the whole administration of education). In 1953 Guidelines on the Organisation of School Supervision were issued, followed by other regulations in subsequent years, fostering the professional activities of inspectors and relations between inspectors operating at various levels of administration. Inspection activities covered both administration and teaching; they concentrated primarily on ensuring that the educational process did not deviate from teaching documents which were largely binding both in terms of content and timing. The organisation and goals of school inspection and the rights and duties of school inspectors were laid down by a decree issued by the Ministry of Education of the Czech Socialist Republic in 1979.

The evaluation of the education system as a whole was always a political matter and was carried out by high-level authorities. Before 1989 these were primarily the bodies of the Communist Party or education bodies under the leadership of the party bodies.

After 1989, with a significantly changed conception of school administration and increased autonomy of schools, a new concept of inspection was sought. The Česká školní inspekce (Czech School Inspectorate) was transformed as a result of the Act on State Administration and Self-government in Education in 1991. This was an independent institution separated from the administration of education. The 1995 amendment to this law defined the role of the Inspectorate more precisely and introduced modifications to its operation reports. In 1997 a decree was issued concerning the organisation, performance and tasks of the Czech School Inspectorate.

Following the abolition of the školský úřad in the framework of the nation-wide reorganisation of public administration in force since 1 January 2001, the 2000-2001 period was a transitional one for the Czech School Inspectorate. Some of the former employees of these authorities were recruited to the Czech School Inspectorate as controllers, whose task was to take control of the finances allocated to schools from the state budget.

Control in the field of education is the responsibility of the Ministry of Education, Youth and Sports. It is regulated by Ministry directives and since 2003 it has been regulated by orders of the Minister of Education. Since 2005, the control has been based on the new Education Act (in connection with relevant acts on budgetary rules, on state property, on financial control in public administration, etc.).

The vysoké školy have always reflected upon their own activities. Since the mid 1960s their evaluation had been aimed, to a considerable degree, at ensuring the relevance of higher education in relation to the needs of the labour market. The vysoké školy external evaluation body is the Accreditation Commission set up by the Higher Education Act of 1990.

The history of educational statistics dates back to the beginning of the 19th century.

The concept of self-evaluation by institutions appeared only after 1990, initially in higher education and later, to a varying degree, at lower levels of the education system. The 1995 amendment to the Act on State Administration and Self-government in Education set down the obligation to compile annual reports, which served as internal evaluation. However, in the case of the střední školy these reports have a tradition dating back to the middle of the 19th century. School self-evaluation, a starting point for elaborating a school annual report, was introduced in the new Education Act, which has been in force since 1 January 2005.

The obligation for vysoké školy to carry out internal evaluation was set down in law as late as 1998.

9.2. Ongoing Debates and Future Developments

In the last years in the Czech education system an effort towards creating tools for evaluating of quality in education both on the central and regional level was seen. However, number of useful tools for evaluation and self-evaluation does not form a unified system.

In the years to follow schools should be provided with relevant tools for monitoring and evaluating proper activities and at the same time an efficient system of monitoring and evaluating which could offer a feedback to all actors of educational sphere should be created.

Regions or municipalities will still have opportunities to prepare their own tools for evaluating the quality of education which will complement products and programmes offered by the state in accord with conceptual objectives of inspections of the Czech School Inspectorate and evaluating systems of the education system.

Self-evaluation of schools or school facilities will become an important element with gradually increasing significance.

In the Ministry of Education's Long-term policy objectives of education and the development of education system (see 2.6.1.1.) updated for 2007, one of the basic strategies is the Creation and implementation of quality systems, method of evaluation and self-evaluation of schools and school

facilities. The strategy covers aims as follows:

- to complete the reform of the maturitní zkouška in the situation when in 2007 the Parliament of the Czech Republic approved the adjournment of the new maturitní zkouška; it should have started according to the new Education Act in the school year 2007/08 and it was postponed to 2010. Nowadays the Ministry of Education discusses changes in the model of the new examination.
- to complete the reform of the závěrečná zkouška in fields completed by attaining a výuční list;
- to make the methods of self-evaluation more efficient;
- to use outputs of international surveys for improving results of Czech pupils in international comparisons.

During past few years a possibility to introduce into zakladní školy assessment of educational attainments of pupils in 5th and 9th years in a form of national examination has been verified. Nowadays the whole concept is being reviewed.

Existing projects of quality maintenance are covered by two system projects – Quality I and Quality II – prepared by the Ministry of Education with contribution of the European Social Fund (ESF).

One of the strategies in the long-term policy objectives of the Ministry of Education dealt with the quality of education. In the section focused on assurance of the level of education in the Czech Republic in international comparison, one of the proposed measures how to increase achievements of the Czech pupils is to carry out, under the project Quality II, national surveys:

- evaluation of selected základní školy and střední školy;
- development of education in regions in 2000-2006;
- school graduates in the labour market and their educational attainment level.

Evaluation processes are subjects of research as described in chapter 9.6., which also gives details on the Quality project.

One of the priorities of the Long-term Plan for Higher Education in 2006-2010 is the quality and excellence of academic activities. This should be ensured through the development of a system of internal evaluation of vysoké školy and through closer links between internal and external evaluation. The Quality of vysoké školy project aims to put this priority into action (for details see 9.6.).

Legislation: Decree on detailed conditions of organization of the Czech School Inspectorate and execution of the school inspection
Legislation: Decree of the Ministry of Education, Youth and Sports which settles requisites of long-term plans, annual reports and evaluation of schools
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

Bibliography: Dlouhodobý záměr vzdělávací a vědecké, výzkumné, vývojové, umělecké a další tvůrčí činnosti pro oblast vysokých škol na období 2006-2010
Bibliography: Dlouhodobý záměr vzdělávání a rozvoje vzdělávací soustavy České republiky

Institutions: Ministry of Education, Youth and Sports
Institutions: Czech School Inspectorate

9.3. Administrative and Legislative Framework

The evaluation of schools and school facilities complies with the Education Act and respective decrees.

The Education Act determines both the internal (self) and external evaluation of schools and school facilities and the evaluation of the educational system. Under the act, the Ministry of Education, Youth and Sports, regional authorities and the Czech School Inspectorate are obliged to prepare annual reports on the educational system; heads of základní školy, střední školy and vyšší odborné školy have to prepare annual reports on school activities.

A decree stipulates the structure and content of an annual report on the state and development of the educational system in the regions, of an annual report on school activities, and also the structure and criteria of school self-evaluation. There are specified deadlines for presenting all three documents. (The same decree also sets the requirements of long-term development objectives for education and the education system at national and regional levels, as long-term objectives and annual reports are closely connected.)

Another decree specifies detailed conditions for the organisation of the Czech School Inspectorate and carrying out inspection activities.

Carrying out inspection activities is also regulated by the law on the State control.

Evaluation of vysoké školy complies with the Higher Education Act, which determined both internal and external evaluation and also the obligation to prepare annual reports on activities and annual reports on management. According to the act the Ministry of Education prepares the Annual report on the state of higher education. The external evaluation is provided by the Ministry of Education and Accreditation Commission, established according to the Higher Education Act.

Legislation: Statute of the Accreditation Commission
Legislation: Decree on detailed conditions of organization of the Czech School Inspectorate and execution of the school inspection
Legislation: Decree of the Ministry of Education, Youth and Sports which settles requisites of long-term plans, annual reports and evaluation of schools
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)
Legislation: The law on the State control
Legislation: Act on Higher Education Institutions (the Higher Education Act)

Bibliography: S Evropským sociálním fondem k inovacím vzdělávání: Výroční zpráva o stavu a rozvoji vzdělávací soustavy v České republice za rok 2006. Díl I., Vzdělávání v roce 2006 v datech
Bibliography: S Evropským sociálním fondem k inovacím vzdělávání: Výroční zpráva o stavu a rozvoji vzdělávací soustavy v České republice za rok 2006. Díl II., Řešení aktuálních otázek vzdělávání prostřednictvím Evropského sociálního fondu v roce 2006
Bibliography: Výroční zpráva o stavu vysokého školství za rok 2006
Bibliography: Výroční zpráva české školní inspekce za školní rok 2006/2007

Institutions: Accreditation Commission
Institutions: Ministry of Education, Youth and Sports
Institutions: Czech School Inspectorate

9.4. Evaluation of Schools/Institutions

Evaluation of schools at all levels follows the same rules. The vysoké školy are the only exception.

For more detailed information on internal and external evaluation see sections 9.4.1. and 9.4.2., particularly those sections dealing with the evaluation of schools regulated by the Education Act (see 9.4.1.1. and 9.4.2.1.), and with institutions regulated by the Higher Education Act (see 9.4.1.2. and 9.4.2.2.).

9.4.1. Internal evaluation

Leading officials of schools (school head, rektor) are responsible for internal evaluation. They participate in preparing and presenting an annual report. No special training or qualification is needed to execute this function.

9.4.1.1. Internal evaluation of schools and school facilities

The annual report on the activity of school is prepared for the period of the preceding school year, except for the basic information on school economy, and it is submitted to the školská rada for approval before 15 October. After its approval by the školská rada, the school head sends the annual report to the school organising body within 14 days and he/she must make it available in an accessible place at the school.

The annual report on the activity of school always contains:

- basic information about the school (for example, its name, location, school description, responsible body, information on the school management, address for remote access, information on the školská rada);
- overview of the educational fields which are taught at school and which are included in the Register of Schools and School Facilities;
- overview of the school staff;
- information on enrolment procedures or registration for compulsory school attendance and subsequent admission to school;
- information on educational attainment of pupils pursuant to the goals specified by the school educational programmes and level of education provided, including the results of závěrečná zkouška, maturitní zkouška and absolutorium examinations;
- information on further education of teaching staff;
- information on activities and presentation of school in the public;
- information on results of any inspection carried out by the Czech School Inspectorate;
- basic information on school economy.

The starting point for preparation a school annual report is its own internal evaluation, which is required by the Education Act. A framework structure, criteria, rules and deadlines of the evaluation are specified by a decree.

Internal evaluation of schools is always focused on:

- the school's goals;
- analysis of the way in which the school fulfils its goals;
- areas in which school achieves good results, and areas in which it is necessary to improve the quality of education, including proposals for appropriate measures to be taken;
- efficiency of the chosen measures.

The principal areas of the internal evaluation of schools always include:

- conditions for education;
- course of education;
- school support of pupils and students, cooperation with parents, influence of mutual relationships among school, pupils, parents and other persons on education;
- educational results of pupils and students;
- school management, the quality of human resources work, the quality of in-service training of educational staff;
- results of school work, especially with respect to the conditions of education and economic resources.

A school's internal evaluation is processed for a period of one or two school years. The school head discusses the proposal for structure of the evaluation with the Pedagogical Council at the latest by the end of September of the school year in which the evaluation of school is to be carried out. The evaluation of the school must be discussed at a staff meeting by October 31 of the subsequent school year.

Vyšší odborné školy provide a tertiary level of education but they are evaluated by the same bodies and under the same procedures as other schools up to and including the ISCED level 3.

Legislation: Decree of the Ministry of Education, Youth and Sports which settles requisites of long-term plans, annual reports and evaluation of schools
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

9.4.1.2. Internal education of higher education institutions

Vysoké školy – public, state or private – are obliged to carry out an internal evaluation of their activities on a regular basis and to publish their results. Under the Higher Education Act self-evaluation is considered to be both a pre-condition and the point of departure for setting the long-term plans of the vysoká škola in the area of education, as well as research and development. The objectives are a decisive factor in determining the level of funding allocated to the institution. In addition, the results of the activities of institutions are compared with the objectives.

Every vysoká škola must also compile and submit to the Ministry of Education an annual report on its activities, which also includes the results of the internal evaluation mentioned above. The date and form in which the report is submitted is set by the Minister and published in the Bulletin of the Ministry. A public vysoká škola (and private institutions that have received a subsidy for their activities) must also submit an annual report on its management of resources.

According to the Higher Education Act (art. 21) the annual report comprises:
- a survey of activities in a calendar year;
- the outcomes of evaluation of its activities;
- changes in internal rules and changes in the bodies of vysoké školy;
- other items set by the board of trustees.

An institution's annual economic report comprises:
- an annual balance and an appraisal of basic data;
- the findings of the audit of the balance (if this took place);
- a survey of incomes and expenditures by sources;
- the development and final state of funds;
- the state and movement of property and obligations;
- total expenses broken down into complementary activities and others.

The annual activity report, annual economic report, long-term plans and evaluation outcomes of a public vysoké školy must be publicly available.

Under the act public vysoké školy have to establish an audit division and control division and carry out internal financial audit.

Legislation: Act on Higher Education Institutions (the Higher Education Act)

9.4.2. External evaluation

The rules for external evaluation of schools and schools facilities are stipulated by the Education Act. Evaluation of schools and school facilities is systematically carried out by the Czech School Inspectorate (ČŠI) (see 9.4.2.1.). The vysoké školy comply with the Higher Education Act (see 9.4.2.2.). The School Register can also serve as an instrument for external evaluation (the public register of schools and school facilities and school legal entities) (see 2.6.1.1.) considering that the prerequisite for including institution in the register is among others the institution's material and personal assessment.

9.4.2.1. External evaluation of schools/institutions

The Czech School Inspectorate (ČŠI) established by the Act in 1991 is an administrative authority with the national competence. It is an organisational unit of the state and a unit of account.

The Czech School Inspectorate has its headquarters in Prague and 14 School Inspectorates, which have their seats in regional cities. It is headed by the Chief School Inspector appointed by the Minister of Education, and other inspectors are appointed by the Chief School Inspector. The activities of individual inspectors are not limited by the territory in which their inspectorate is located; when making up inspection teams inspectors can be included in a team of another inspectorate according to their qualification or competence for a given type of school. For information on the inspectorate staff see

chapter 8.4.

The Czech School Inspectorate prepares conceptual plans of inspection activities and methods of evaluation of the educational system. It carries out inspections of all types of schools and school facilities registered in the Register of Schools and Schools Facilities, regardless of their organising body. Within these inspection activities at schools it:

- collects information on education of children, pupils and students, on the activities of schools and school facilities registered in the School Register, evaluates effectiveness of the educational system;
- assesses the conditions, process and outcomes of education according to respective school educational programmes and valid curricular documents;
- assesses the content of the school educational programme and its compliance with legislation and the framework educational programme (in schools providing pre-primary education, in 1st and 6th year of schools providing basic education and in the 1st year of multi-year gymnázium – valid in 2007/08);
- checks adherence to legislation, related to providing education and school services, carrying out the state control in compliance with a special regulation;
- executes public administrative control of the use of state funds.

The ČŠI carries out inspection activities on the basis of a plan of main objectives stipulated for a school year, which is approved by the Minister of Education, Youth and Schools. For the number of inspections per year see 9.7. In addition, inspection activities are carried out in response to initiatives, complaints and petitions which come under the ČŠI's sphere of competence. In the case of inspection activity carried out on the basis of a complaint, the ČŠI investigates individual claims stated in any complaint that lies within its competence. The results of investigation are handed over to the school's responsible body for further action. This body informs the ČŠI on how the complaint is processed and on possible measures.

While assessing conditions, process and outcomes of education, the ČŠI bases its work on principles and objectives stipulated by the Education Act and other legislation valid for the field of education. The fundamental criterion of assessment is the effectiveness of the support of the personal development of children, pupils and students, and the achieving of educational goals on the part of schools and school facilities. The ČŠI submits assessment criteria of schools and school facilities to the Minister of Education. The Ministry of Education publishes the assessment criteria in the Bulletin and posts them on the Internet.

The ČŠI makes available on its web site schedule of main tasks for a given school year and the assessment criteria of schools and school facilities.

The inspection process has three essential phases: a preparatory phase, a direct school/school facility phase of inspection process and processing its outputs. The period of school and school facilities visits at present is 3 years, but in case deficiencies are ascertained an inspection may be carried out in a shorter interval. This inspection verifies if deficiencies were rectified.

The preparatory phase

The Chief School Inspector or a person authorized by him/her, e.g., director of the Inspectorate, decides the term, form and personnel provision of an inspection activity. The team leader requests the school educational programme from the school head. It is then compared with the framework educational programme for the relevant education. Before the beginning of the inspection it is possible to carry out a pre-inspection survey based on questionnaire. This survey is organised mainly in case of the ex parte inspection. The team leader asks the school head to prepare background documentation for the first day of the inspection at school. the Background documentation is a compulsory documentation which the school is under the School Act obliged to keep. The team leader may obtain further information on the school from the relevant body of the state administration, organising body and the školská rada.

The team leader acquaints all team members with the planned procedure, with all the gathered documents and an analysis of them. In general he or she advises the head of a school or school facility of the precise term and expected completion of the inspection, acquaints the head with the subject of inspection activity, together with requirements for the inspectors' activity.

In case of the ex parte inspection or inspection based on a complaint, the school head can be informed on the day the inspection starts at the school.

The direct inspection activity at school

At the beginning of the inspection at school the team leader informs the head of school /school facility on the subject of the inspection which is written in the authorisation to the inspection.

As a rule, a proper inspection includes study of documents, class observations, directed interviews with a school head, directed group and individual interviews with other school staff, interviews with pupils and parents, inspection examination of the premises, a study of pupils' work. The school head, his/her deputy, chairperson of the subject commission etc. can be asked to participate in observations. It is not for the schools' inspectors to assess teachers' performance in teaching, as the quality of education is under the discretion of the school head. A directed interview with the teacher is also part of the inspection; it takes place mainly after an observed lesson. School inspectors evaluate the educational process at school on the basis of their findings. During their work at school they can participate in meetings of the educational council, subject commissions, and školská rada etc.

If necessary they can also carry out questionnaire survey or submit an inquiry to pupils or their parents.

The school head or a school employee charged by them, and an accredited deputy of the responsible body are entitled to be present at execution of inspection activities in school.

In the final stage of the inspection, the inspection team presents the result of the inspection to the school head.

The data processing

Under the Education Act the outcomes of inspection activity are

- the inspection report on the identification and assessment of conditions, the process and outcomes of education by the school educational programmes, and the identification and assessment of the content of the school educational programme and its compliance with legislation and the framework educational programme,

- the record according to a special regulation of state control and public administrative control of the use of funds,

- a thematic report analysing information on the education of children, pupils and students, on the activities of schools and school facilities, while evaluating the effectiveness of the education system (see 9.5.),

- the annual report of the Czech School Inspectorate (see 9.5.).

The inspection report contains an assessment of conditions, process and outcomes of education, first names, surnames and signatures of school inspectors, controllers and persons interviewed. School inspectors and controllers discuss the content of the inspection report with the head of school or school facility, who signs to confirm that the report has been discussed and accepted. The school head can submit comments on the inspection report to the ČŠI within 14 days after its acceptance. The comments then become part of the report. The following rating scale is set for the evaluation of quality of education:

Above-average

Bellow-average

Average

A record comprises control results, i.e. statement on control results under the legislation which were checked by this control and their justification. I must always include the object of the control, a list of background documents or materials documenting instances in which rules are broken, and descriptions of any infringements.

A record is not a public document. It is kept in school and in the relevant inspectorate's body (depending on the area).

After finalising the inspection report, the ČŠI Headquarters can send a questionnaire to the school heads in order to identify their opinion of the organisation, course and contribution of the inspection work and to receive feedback on the work of the inspection in the school.

Inspection reports are available to the public, in the school or school facility, on the Internet, at the school's governing body and at the relevant inspectorate body (depending on the area) for the period of ten years.

The statement is sent to the school head and to the responsible body of the school (in the case of mateřské školy and základní školy this is a municipality, in the case of střední školy and vyšší odborné školy a regional authority, the Ministry of Education, or possibly private or church bodies).

The school head, the regional authority and the organising body take measures to follow up the results of the school inspection and inquiries. If it is ascertained that the school or school facility concerned failed to act or gross deficiencies are ascertained in school or school facility activities, the Chief School Inspector may submit to the body maintaining the Register of Schools and School Facilities a proposal for the removal of the school or the field of education concerned from the Register of School and School Facilities. Where measures were not taken or completed by the deadline set, the ČŠI can fine the person responsible for adopting or fulfilling these measures.

Legislation: Decree on detailed conditions of organization of the Czech School Inspectorate and execution of the school inspection
Legislation: Decree of the Ministry of Education, Youth and Sports which settles requisites of long-term plans, annual reports and evaluation of schools
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

Institutions: Czech School Inspectorate

9.4.2.2. External evaluation of higher education institutions

The Higher Education Act does not provide for supervision of vysoké školy in the form of higher education inspections. This law and mainly the Act on Budgetary Rules authorise the Ministry of Education, Youth and Sports as a provider of resources from the state budget to carry out a whole range of monitoring activities which deal with the management of public resources by the vysoké školy. The Ministry is entitled to control management of public vysoké škola and also private ones, if they were allocated resources from the state budget. Its further responsibility is to require from the public vysoké školy an annual report on their activities and annual report on management of resources. If the resources were granted to private vysoké školy, these duties also apply to them. The control of the economic management of public vysoké školy (financial audit) is a part of the overall control activities (plan) carried out by the subdivision of the Internal Audit and Control Department of Ministry of Education. The control activity is focused on the results of the economic management of vysoké školy and drawing and use of public funds provided to vysoké školy from the state budget for educational, research, scientific and art activities and additional funding of the EU programmes. When preparing this plan results based on past controls of the Ministry must be taken into account as well as requirements of the specialised ministerial departments, possible incentives of the public and/or vysoké školy. The control should be carried out at each vysoké školy in a time period of 3 to 5 years. Besides the Ministry of Education the management of public resources is checked also by the Supreme Audit Office and financial authorities.

The Ministry has other instruments of supervision under the law. For example, compliance with legal regulations is checked during the process of registration of internal regulations of the vysoké školy. The quality of their management is assessed when their long-term plans are reviewed; the quality of education provided is evaluated during the accreditation of study programmes. The quality of scientific and research, developmental, artistic or other creative activities are evaluated when they are granted the right to perform procedures for appointment venium docendi and procedures for appointment to a professorship. For more on the responsibilities of the Ministry of Education, Youth and Sports see chapter 2.6.1.

The Accreditation Commission is responsible for the quality of higher education and carries out comprehensive evaluations of educational, academic, research, developmental, artistic and other

creative activities of vysoké školy. In particular it:

- evaluates activities of vysoké školy and the quality of all accredited activities and publishes the results;
- judges other matters concerning higher education submitted to the Commission by the Minister of Education and publishes its views.

During the evaluation of activities of vysoké školy and the quality of all accredited activities the Commission concentrates especially on the evaluation of activities of faculties and institutes of public or state vysoké školy, private vysoké školy or legal entities that offer the activities stated above. In any given period the commission usually chooses one institution or several institutions with similar accredited programmes.

Evaluation lasts one and a half years with the following procedure:

- choice of an institution or institutions and the charging of a commission member with organising the evaluation;
- establishment of a specific working group;
- informing the head of the vysoká škola that the institution has been selected for evaluation;
- preparation of a demand for information needed for evaluation of the institution and its presentation to the head of the institution;
- preparation of information and additional materials by the specific working group;
- presentation of the views of the evaluated institution on the composition of the specific working group;
- visit of at least three members of the specific working group to the institution being evaluated;
- preparation of the draft of recommendations and conclusions of evaluation by the specific working group;
- presentation of the draft of recommendations and conclusions to the Commission;
- adoption of recommendations and conclusions of the evaluation of the institution or institutions by the Commission in the presence of the head of the institution;
- submission of conclusions of the Commission together with the statement of the head of the evaluated institution to the Ministry, publication of the conclusions and the statement.

The specific working group exists only for the evaluation of the chosen institution or institutions.

For more on the Accreditation Commission, see 2.7.1.2.

Legislation: Statute of the Accreditation Commission
Legislation: Act on financial control in state administration and on amendments of some acts (Act on financial control)

Bibliography: Výroční zpráva o stavu vysokého školství za rok 2006

Institutions: Accreditation Commission
Institutions: Ministry of Education, Youth and Sports

9.5. Evaluation of the Education System

The education system in the Czech Republic is to a large extent decentralised. Therefore, the education system as a whole is evaluated not only by the Ministry of Education, Youth and Sport as the central state body in the field of education (see 9.5.1.), but also by regions (see 9.5.2.), and by the Czech School Inspectorate as a specialised evaluation body (see 9.5.3.). The Ministry of Education also stimulates and encourages other evaluation activities (see 9.5.4.), both national and international, while others are commercially based.

The basic data for evaluation of the education system – statistical data on school performance, on employees in the field of education, and economic data – is provided by the Institute for Information on Education (see 2.6.1.). Besides this, the Institute organises a range of international and other projects (for details see 9.6.).

Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

Institutions: Ministry of Education, Youth and Sports
Institutions: Institute for Information on Education
Institutions: Czech School Inspectorate

9.5.1. The Annual report of the Ministry of Education, Youth and Sports

The Ministry of Education, Youth and Sports prepares the Annual Report on the State and Development of the Educational System of the Czech Republic and submits it to the Government. This duty was placed upon the Ministry of Education by the Education Act. The first Annual Report was published in 1997. The first part of the reports analyses the state and development of the educational system during the last period, including economic, social, and demographic context, while the second part is usually devoted to a certain topic. The 2006 report entitled 'With the European Social Fund towards innovations in education reflects the fact that in the sphere of education a series of projects supported by the ESF are under way. The first volume offers an overview of education system. A new chapter on educational and psychological guidance and prevention of psycho-pathological elements is included. The 2006 topics in the second volume were: the use of the ESF, implementation of the curricular reform, quality of education (e.g., assessment of educational attainments of pupils in 5th and 9th years of základní škola) and in-service training of teachers.

The Annual Report on the State and Development of the Educational System is based on statistical and economic data, the annual report of the Czech School Inspectorate, regional annual reports and other information resources.

The conclusions of the Annual report form the foundation of the Long-term development policy objectives for education and the education system of the Czech Republic (see 2.6.1.1.).

The Ministry of Education prepares also the Annual report on the state of higher education, which form one of the foundations for the the Long-term plan for educational, scientific, research, development, artistic and other creative activities of higher education institutions (see 2.6.1.2.).

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Bibliography: Na prahu změn. Výroční zpráva MŠMT o stavu a rozvoji vzdělávací soustavy za rok 1999
Bibliography: S Evropským sociálním fondem k inovacím vzdělávání: Výroční zpráva o stavu a rozvoji vzdělávací soustavy v České republice za rok 2006. Díl I., Vzdělávání v roce 2006 v datech
Bibliography: S Evropským sociálním fondem k inovacím vzdělávání: Výroční zpráva o stavu a rozvoji vzdělávací soustavy v České republice za rok 2006. Díl II., Řešení aktuálních otázek vzdělávání prostřednictvím Evropského sociálního fondu v roce 2006
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Bibliography: Vstupujeme do evropského vzdělávacího prostoru: Výroční zpráva o stavu a rozvoji vzdělávací soustavy v České republice za rok 2004. Díl I., Od koncepce k inovacím vzdělávání
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Institutions: Ministry of Education, Youth and Sports

9.5.2. Annual reports of regions

Regional Authorities carry out the evaluation of educational system in region in a report on the state and development of educational system in region. This is submitted to the Regional Assembly and the Ministry of Education, Youth and Sports and disclosed in a manner enabling remote access.

The structure and objectives of annual report of a region are set down by regulation. It consists of:

- an evaluation of the situation on individual levels of the educational system;
- an economic section;
- an evaluation of fulfilment of the long-term policy objectives of education and development of the educational system, its goals and priorities in the past period.

It always contains:

- changes to the educational system, especially changes to the structure of the educational offer with respect to the structure of kinds and types of schools and school facilities and structure of educational fields;
- fulfilment of priority goals of the long-term objectives;
- fulfilment of other tasks, for example prevention of socio-pathological phenomena, environmental and multicultural education, education of foreign nationals and members of ethnical minorities, and education towards sustainable growth;
- participation of schools and school facilities in developmental and international programmes.

The annual report in a region depicts the current situation and evaluates changes as compared to past development in the following areas: pre-school education, basic education, secondary education, tertiary professional education, education of children, pupils and students with special educational needs and gifted children, pupils and students, basic artistic and language education and education developing personal interests, guidance services, school facilities, staff in education, in-service training of teachers, further adult education in the framework of life-long learning. .

For the conclusions of the Annual report form the foundation for the preparation of long-term policy objectives of the regions (see 2.6.2.).

Legislation: Decree of the Ministry of Education, Youth and Sports which settles requisites of long-term plans, annual reports and evaluation of schools

9.5.3. The Annual report of the Czech School Inspectorate

Annual Reports of the Czech School Inspectorate contain summarised findings on the current situation of education and the educational system resulting from the inspections carried out in the previous school year. They are published annually every December.

The Czech School Inspectorate also carries out topical inspections monitoring current educational issues. In school year 2007/08 it focused on the following areas and topics:

A – Monitoring progress in innovations and education in relation to the aims and priorities of the Long-term policy objectives of education and development of education system of the Czech Republic

- Evaluation of impact of the Education Act on the school practice;
- Evaluation of education in foreign languages on central and regional level;
- Evaluation of ICT use in education;
- Evaluation of priorities in the area of education towards sustainable development on central and regional level;
- Evaluation of ensuring equal opportunities in education on central and regional level;
- Continuing and ex post control of development projects at schools and school facilities according to the Ministry of Education, Youth and Sports demands (e.g., Pilot G, Pilot S, Asistent pedagoga).

B – Determining and analysis of information on personnel conditions of schools and school facilities in relation to efficient support of the personality development of children, pupils and students

- Analysis of information on teachers' access to information on in-service training according to priorities of the Long-term policy objectives of education and development of education system of the Czech Republic and regions and on in-service training opportunities;
- Analysis of qualifications and age structures of educational staff;
- Monitoring of teachers' involvement in preparation and design of school educational programmes;
- Monitoring of teachers' knowledge on projects and trends of the European Union in education and their experience with realisation of projects.

The ČŠI summarizes knowledge obtained from individual topics of these inspection activities in thematic report and overall survey is included in the annual report.

Bibliography: Výroční zpráva české školní inspekce za školní rok 2006/2007

Institutions: Czech School Inspectorate

9.5.4. Other evaluation activities

The responsibility for the evaluation of the education system as a whole, or of its individual components rests also with the relevant sectoral institutes (see 9.6. and 2.6.1.).

Opinion polls concerning education and the education system may also be considered as a type of evaluation. Such polls are organised by different institutions, e.g., by the Public Opinion Research Centre (Centrum pro výzkum veřejného mínění) of the Institute of Sociology, Academy of Sciences of the Czech Republic. E.g., in 2007 it determined the attitude of the Czech citizens towards the different aspects of education (individual educational attainment, different factors which influence educational achievement).

Since 2003 the Institute for Information on Education have organised Rapid Polling surveys, which are opinion surveys of heads of a representative sample of schools and school facilities on topical issues of educational policy. The aim is to get a fast reaction and to help the Ministry of Education, Youth and Sports in decision-making, mapping of the situation and designing educational policy. The surveys, which contain 5 to 8 questions, are organised at three-month intervals. In 2005, one of the survey rounds was focused on the assessment of pupils and self-evaluation of schools. In 2007, one of the survey rounds was targeted on evaluation of investments in education and quality of educational staff.

There are also non-state evaluation activities taking place at schools. They are voluntary and the schools which decide to undertake such evaluation cover the costs.

Základní školy and střední školy can take part in an evaluation project called Kalibro, which offers them with the possibility of a qualified measure of their educational attainment. The tests cover the following study areas: Czech language, mathematics, social sciences, science, English language and German language. The school concerned obtains, besides the students' achievements, comprehensive results for classes and the school as a whole (these results are provided only to the relevant school), as well as overall average results for the Czech Republic, individual regions, types of schools or categories of students. They serve the school as a measure for assessing its own achievements. On top of this, the overall results and the students' answers in particular are subject to analysis, which assists teachers in their pedagogical work.

The SCIO project is ranked among the evaluations but focuses both on individuals and schools on a commercial basis. It offers so-called national comparative examinations of knowledge at the level of základní škola and střední škola and comparative tests, practice exercises for entrance examinations to střední škola and vysoká škola, etc. SCIO tests are used by hundreds of schools of all levels. Some střední školy and vysoké školy take the results into account in admission procedures. A large number of základní škola and střední škola, including multi-year gymnázium, use the tests to assess educational achievement and find out how to increase the quality.

For activities of the CERMAT see 9.6.

Further evaluation is carried out within the framework of international projects. These take the form of evaluations conducted by the OECD and measurements of educational achievement.

In 1995-96 the OECD evaluated the state of transformation of the education system. The implementation of its recommendations was assessed in 1999. The evaluation supported the drawing up of strategic educational policy aims by the Czech government, which were approved in April 1999. This became one of the sources for the preparation of the National Programme of the Development of Education in the Czech Republic (White paper), which followed in 1999/2000. The other source was the report Czech Education and Europe – Pre-accession Strategy for Human Resource Development, which was prepared within the framework of the PHARE programme.

The OECD evaluated the state of pre-school education in 2000.

In 1992 the OECD assessed higher education and the conclusions of this evaluation influenced educational policy in this field and the preparation of a new law on higher education in 1998.

The Thematic Review of Tertiary Education in 24 OECD countries is under way for period 2004-2007. The project involves two complementary approaches: an Analytical Review strand; and a Country Review strand. The report with the analysis of the Czech Republic was submitted in November 2005 and published in 2006 (Tertiary Education in the Czech Republic. Country Background Report for OECD). In 2006 also the Country Note, Czech Republic was issued which drew together the review team's observations and background materials. The report on the Czech Republic was an input into the final OECD report on the overall project.

In 1992, the Czech Republic joined the OECD programme Indicators on Education Systems (INES). Its objective is to collect and publish indicators characterising the education system of individual countries so that they are mutually comparable and to provide information about their quality. The Czech Republic has participated in all five working groups.

The Czech Republic has joined the new project PISA – Programme for International Student Assessment which was launched in 1998 and aims to assess, on a regular basis, the achievements of fifteen-year olds in mathematics, science and reading literacy. The first phase of the survey ran in základní školy and střední školy in the Czech Republic in April 2000. Czech pupils were slightly below the average in reading literacy, average in mathematics and slightly above the average in science. The second phase of the PISA project took place in spring 2003. Within the OECD countries the Czech pupils achieved average results in reading literacy and mathematics, above-average results in science literacy and problem solving. The main survey of the third phase took place in spring 2006. The results of Czech pupils in science and mathematics are above-average and in reading slightly bellow the average. In comparison with other countries the differences between the schools' results ranked among the biggest in the Czech Republic. The differences were especially between the types of particular schools.

In 1991 the Czech Republic joined the International Association for the Evaluation of Educational Achievement (IEA).

The Reading Literacy Study (RLS) was repeated in 1995 in the 3rd and 8th grades of základní škola. The results achieved basically corresponded to the average figures in the countries surveyed.

Research into the reading literacy of year 4 základní škola pupils IEA PIRLS (Progress in International Reading Literacy Study) was carried out in 2001 following on from a project carried out in the Czech schools in 1995. The results of the Czech pupils were in the middle of the spectrum of those countries with above-average results. Czech pupils achieved approximately similar results in both fields studied – literacy and computer literacy, with the difference not statistically important. The Czech Republic did not take part in the 2006 study.

In 1998, the research SITES (Second Information Technology in Education Study) was launched, which concentrated on the level of information technology equipment at základní školy and střední školy and its use. The results provided information on ICT equipment at schools, teacher training in ICT and ICT implementation in education in different countries. SITES Module 2 (M2) was carried out in 2000-2002 focusing on research into modern teaching methods using ICT. The aim was to find out how ICT influences methodology and to identify the best ones. It was led by the Faculty of Education of Charles University. The Czech Republic is not participating in the SITES Module 3 (2005-2007), which tries to answer the question of how and to what extent ICT is being used in teaching and how it

contributes to its support and improvement.

In 1999 research into Civic Education was under way (Civic Education Study). Pupils of the 8th grade of základní škola and the 3rd year of střední škola were involved in this research. The knowledge of Czech pupils was above average, but their attitudes were surprising – above all their reluctance to take part in public benefit activities. In the international comparison Czech pupils showed mediocre knowledge and skills in civic education, their concern about the political activities was passive, and their confidence in state institutions below the international average.

In 1995 the Third International Mathematics and Science Study (TIMSS) was carried out aimed at assessing education in mathematics and science in the population at the ages of nine and thirteen and in pupils in their final year at secondary school. Základní škola pupils scored among the best in both age groups, and the results of střední školy pupils differed significantly depending on the educational programme used: pupils on apprenticeship programmes were among the lowest scorers and as they represented a large proportion of the population tested, this had a negative effect on the overall result.

In 1999 the TIMSS-R research took place in the 8th year of základní školy. It aimed to assess the development of pupils' knowledge and skills in mathematics and science in 4th years. The Czech pupils demonstrated very good knowledge in science, although their knowledge in mathematics had worsened compared to 1995.

TIMSS-R included video study research into teaching methods.

TIMSS 2007 has been under preparation since 2005. The main research took place in 2007. Mathematics and science achievement of fourth-graders and eight-graders in základní škola and relevant years of multi-year gymnázia were tested.

In April 2001 the Czech Republic jointed the EU project, the Action Plan eEUROPE+. The project is multi-sectoral, and data on ICT, Internet connections in schools, the use of the Internet in teaching, etc. was collected for the education sector.

Bibliography: Czech Education and Europe. Pre-Accession Strategy for Human Resource Development
Bibliography: Hlavní zjištění výzkumu PISA 2006
Bibliography: Mezinárodní studie čtenářské gramotnosti a její realizace v České republice
Bibliography: Národní zpráva o stavu předškolní výchovy, vzdělávání a péče o děti předškolního věku v České republice
Bibliography: OECD Thematic Review of Tertiary Education. Background Report
Bibliography: OECD Thematic Review of Tertiary Education. Country Note, Czech Republic
Bibliography: Posun ve znalostech čtrnáctiletých žáků v matematice a přírodních vědách. Zpráva o výsledcích mezinárodního výzkumu TIMSS
Bibliography: Třetí mezinárodní výzkum matematického a přírodovědného vzdělávání. Souhrnné výsledky žáků 4. ročníků
Bibliography: Třetí mezinárodní výzkum matematického a přírodovědného vzdělávání. Souhrnné výsledky žáků 8. ročníků
Bibliography: Třetí mezinárodní výzkum matematického a přírodovědného vzdělávání. Výsledky žáků posledních ročníků středních škol
Bibliography: Výsledky českých žáků v mezinárodních výzkumech 1995-2000
Bibliography: Vědomosti a dovednosti pro život. Čtenářská, matematická a přírodovědná gramotnost patnáctiletých žáků v zemích OECD
Bibliography: Znalosti, dovednosti a postoje čtrnáctiletých žáků v oblasti výchovy k občanství. Zpráva o výsledcích mezinárodního výzkumu
Bibliography: České vzdělání a Evropa. Strategie rozvoje lidských zdrojů při vstupu do Evropské unie

Institutions: Public Opinion Research Centre, Institute of Sociology, Academy of Sciences of the Czech Republic
Institutions: Kalibro
Institutions: SCIO
Institutions: Institute for Information on Education

9.6. Research into Education linked to Evaluation of the Education System

Educational research is conducted by the relevant sectoral institutes, by faculties of education and possibly by units attached to them, or by departments of pedagogy in other faculties. Research in the area of management and funding of education is carried out by other faculties (other than those of education). Some research projects are carried out in various forms of institutional cooperation.

Areas for research may be decided by the institutes themselves or – in a majority of cases – commissioned by the Ministry of Education, Youth and Sports. Such research serves the ordinary or strategic needs of the sector.

The realisation of research is based on the document the National Policy of Research and Development of the Czech Republic for 2004-2008 prepared by the Ministry of Education, Youth and Sports on Government Decrees. Topical and system priorities are included in the National Research Programme II. The educational research is especially included in the 5th cross-sectional programme PP 1 Human Resources: Research aiming at increasing of the quality of basic, upper secondary and tertiary education and human resources development in general.

The Ministry of Education, Youth and Sports established an advisory body, the National Research Programme Council (September 2003).

Details of different projects and schemes can be found in the CEP and CEZ research databases (via the website of the Ministry of Education, Youth and Sports www.msmt.cz – in Czech only).

In general, educational research projects last several years.

One long-term evaluation project is in preparation for the maturitní zkouška reform. The Institute for Information on Education, or more exactly its component part CERMAT (Centrum pro reformu maturitní zkoušky, since 2006 an independent institute – the Centre for Evaluation of Educational Achievement) was commissioned by the Ministry of Education and in cooperation with other institutions, carried out the study entitled MATURANT 98 and 99. This is a part of a comprehensive programme MATURANT 2000. Within the framework of the long-term cycle of programmes "Step by Step to the new maturitní zkouška" (which has been under way since 1999) since 2003 designated as a programme "Maturita nanečisto" (Draft maturitní zkouška) in the final years of secondary schools (a relevant year is always added) and a programme "Maturita bez handicapu" (maturitní zkouška without handicaps) for pupils with special educational needs (with learning difficulties or physical disabilities and with specific behavioural difficulties) have been carried out.

In terms of examining the possibility of introducing an assessment of educational outcomes in the 9th year of základní škola, in 2004 CERMAT, in cooperation with the Regional Office of Karlovarský region, organised a project which tested mathematics, Czech language and study competences. The research was broadened in 2005, when základní školy of three regions conducted it on voluntary basis.

For the school year 2006/07 the CERMAT prepared a project Assessment of educational outcomes of pupils in 9th years of základní škola and relevant years of multi-year gymnázium. For the first time pupils of Polish minority participated in this project. Again the outcomes in mathematics, Czech language and study competences were tested. Total of 58 604 pupils from 1587 schools took part. Pupils with special educational needs integrated in mainstream schools or in special schools were also involved.

In autumn 2007 the CERMAT launched a similar project for 2008 entitled Devítka 2008 (Nine 2008). At schools with the Polish language of instruction, outcomes in the Polish language will be assessed apart from the skills tested in 2007.

In spring 2005, the CERMAT carried out a project entitled Assessment of competences in Czech language of fifth-graders in základní škola 2005, in the Karlovarský region. It was followed by the project Assessment of achievement of fifth graders in základní škola 2006 in Karlovarský region, Liberecký region and Vysočina region. One of the outputs of the project was the final report. The schools' voluntary participation in concerned regions was between 50% and 90% demonstrating the

great concern of schools to provide information on pupils' educational outcomes.

In spring 2007 the CERMAT continued in this project. Testing covered the whole republic including the capital of Prague. The CERMAT prepared tests of skill in Czech language, mathematics and general competences. Schools with the instruction in the Polish language used a test of Polish language skills. 59 559 pupils from 1910 schools participated in testing.

The projects deepen information on the level of knowledge and skills of individual pupils and enlarge the sources for the self-evaluation of schools.

These works form part of activities launched at the beginning of June 2005 within the Quality I system project, which is one of the projects of the European Social Fund (ESF).

The aim of the Quality I project is to create an external monitoring and evaluation system for basic and secondary education at all levels of the system (evaluation of pupils, schools, and the system). The project was prepared at the Ministry of Education, Youth and Sports in cooperation with the Institute for Information on Education, the CERMAT and also with the National Institute of Technical and Vocational Education, which among other things is preparing a reform of the závěrečná zkouška examination and its unified assignment.

The activities within the Quality I project are as follows:

- preparation of a system of statistical indicators for evaluation of the education system;
- evaluation of educational attainment level in the Czech Republic with respect to regional differences (the regional PISA);
- evaluation of educational attainment level in regions in the Czech Republic (profiles of regions);
- use of PISA results to support the work of základní školy teachers.

By means of the Quality I project, základní školy and střední školy will be offered achievement tests free of charge designed especially for the internal evaluation of schools. The tests should assess the degree of knowledge and skills of pupils in given curricular area. So far the schools could use tests from private subjects for which they had to pay (see 9.5.4.).

The Quality I project is followed by the Quality II project, which is focused on creating a system of internal (self) evaluation, and information and guidance activities.

In 2000, the Ministry of Education, Youth and Sports called for tenders under the title "Projects for the State Administration" starting in 2000 and ending in 2005. Some monitoring and evaluation projects were carried out within this activity, e.g., the Quality of Vysoké školy project. The project is conducted by the Centre for Higher Education Studies, with the Ministry of Education as a guarantor. The project is being carried out in cooperation with the Accreditation Commission and the Council of Vysoké školy. The first phase of the project was under way in 2004-2005, the second has been planned to run till 2006, and the third – final, which verified prepared methodologies at selected vysoké školy, until the end of 2007. The aim of the project is to elaborate and verify instruments and mechanisms of quality assessment. The results of the project will be used for preparation of documents required within the Bologna process. The State administration and the general public will receive information on the quality of services provided by the tertiary sector.

Legislation: Government regulation on objective aid for research and development from public resources and on tenders in research and development
Legislation: Act on support to research and development

Bibliography: Národní politika výzkumu a vývoje ČR na léta 2004-2008

Institutions: Accreditation Commission
Institutions: Centre for Higher Education Studies (CHES)
Institutions: Centre for Evaluation of Educational Achievements
Institutions: Ministry of Education, Youth and Sports
Institutions: National Institute of Technical and Vocational Education
Institutions: Council of Higher Education Institutions
Institutions: Institute for Information on Education

9.7. Statistics

Czech School Inspectorate

	2003/2004	2004/2005	2005/2006	2006/2007
Number of inspectors*	303	306	279	281
Number of evaluated schools and school facilities***	2 563	2 116	2072	8 557
Number of inspections (number of inspection performances)	2 394	2 046	2072	15 100
in it:				
Mateřské školy	938	825	482	3 597
Základní školy	763	715	837	2 058
Střední školy	426	325	637	754
Conservatoires**	2	4	5	4
Základní umělecké školy	77	99	4	76
Vyšší odborné školy	21	21	7	54
School facilities***	-	-	86	4 023
Percentage of evaluated schools	18.1	18.7	11.9	32.8
Budget of CSI in thousands CZK**	272 258	278 393	284 875	300 236

Source: Czech School Inspectorate

* Full time equivalent.

** Modified to 31 December.

*** Until 2004/2005 the school facilities were registered separately – the data were not included in the total number of inspections.

Note 1: The data for schools established for pupils with special educational needs are included in data for particular types of schools.

Note 2: Data for 2006/07 are markedly higher due to the different methodology of statistical processing the inspection performances.

Glossary terms used in Table: mateřské školy, základní školy, střední školy, základní umělecké školy, vyšší odborné školy

Institutions: Czech School Inspectorate

10. SPECIAL EDUCATIONAL SUPPORT

The education of children/pupils/students with special needs is carried out both by regular (see 10.5.) and schools and schools specially established for these children (see 10.6.) or school facilities (see 10.3. and 10.6.4.).

10.1. Historical Overview

The beginnings of systematic care for disabled children date back to 1786 when the charitable Institute for the Deaf and Dumb was founded in Prague. Instruction was given in sign language, but there were even some students who learned articulation. The Institute was the fifth institution of its kind in Europe. Nowadays, its work is carried on by the special schools in the Prague district of Smíchov. By the end of the 19th century there were seven institutes in Bohemia and Moravia. The first institute for the blind was founded in the Prague district of Hradčany in 1807, followed by three more during the 19th century.

The first schools for mentally disabled children emerged at the end of the 19th century hand in hand with research on children, a discipline then called pedology. At first they were organised in the form of separate classes attached to primary schools. In Bohemia, the first class of this type was established with the general girls' school (the sixth class of pomocná třída for mentally disabled 'in the world'; although the term pomocná was then used for schools which are now labelled základní škola speciální). There were 20 lessons a week taught according to a reduced first-year syllabus for the regular primary school. The focus was on handicraft; along with sewing and knitting, crafts and agriculture were introduced to enable the children to earn their living after they leave school. Moral and religious education was also included. By 1918, 44 pomocná třída classes had gradually been opened.

Research on mentally disabled children and paedopathology, a field of study dealing with various pathological symptoms in children, developed simultaneously with the establishment of special education. In 1871, the 'Institute for Idiots' (Ústav pro idioty) was founded in Prague, followed by the Paedological Institute (Pedologický ústav) and the Association of Care for the Mentally Retarded (Spolek pro péči o slabomyslné).

An 1869 law establishing Educational Institutes provided for the training of teachers of the deaf-and-dumb and blind. Only in 1923 did an amendment to the Act provide for teacher training focused on the mentally disabled.

In 1928, the first special curriculum and educational guidelines were issued. These were followed by the law on auxiliary schools that made pomocná škola (auxiliary school) attendance compulsory. This led to a ten-fold increase in the number of pomocná třída (auxiliary classes). The network of special schools was extended, special pre-primary units were established and the system was rounded off with paedopathological guidance centres and medical-paedagogical clinics.

The period between the wars (1918-1938) saw the emergence of a solid network that enabled further development of special schools in the second half of the 20th century. In 1938, for example, there were 16 educational institutions for hearing impaired children.

Between 1948-1989 the educational system was organised according to the 1948 Act on the Basic Regulation of Comprehensive Education. Under this regulation, special education was developed as a specific network of schools and educational provisions, separated from regular schools and educating disabled pupils (with mental, sensory or physical impairments, pupils with speech difficulties, pupils with health problems and pupils with behavioural difficulties).

From 1978 on, special schools were called Schools for Young People Requiring Special Care (školy pro mládež vyžadující zvláštní péči). Their network covered more or less the whole area of Czechoslovakia and enabled pupils, except those with a mental impairment to reach a level of primary and secondary education (both general and vocational) that was comparable with that provided in ordinary schools. A specific network of střední školy – odborná učiliště , where children were trained for

manual occupations, was developed. Some schools were also boarding schools, as was then considered the most appropriate form, but had a negative influence on the children's' family relations. There was no system for integrating disabled children into regular classes. Each school specialised not only in a specific disability, but also in a specific level of the disability: there were schools for the deaf, schools for children with remnants of hearing and schools for the hard-of-hearing; schools for the blind, schools for partially sighted pupils, schools for the weak-sighted. There were special syllabi and curricula for each type of school: pupils at school for the physically impaired, weak sighted and hard hearing were taught according to regular school curricula, pupils in schools for the blind and visually impaired were taught according to the modified school curricula, pupils at schools for the deaf and hearing impaired and pupils at schools for the mentally disabled were taught according to reduced curricula.

Until the mid 1980s, sign language was not used in schools for the hearing impaired; the oral method was preferred instead.

Among disadvantaged pupils, those with a severe mental disability and the deaf and blind were considered to be uneducable and were exempt from school attendance.

Since 1990, changes have been made to the well organised, but still closed, special education system that have made it possible to:

- integrate children with special educational needs into regular schools, develop a system of supporting measures and reinforce the process of inclusive education;
- improve the diagnosis and identification of special educational needs;
- educate pupils who had been exempted from compulsory schooling in the past;
- prepare those with severe disabilities in special programmes for entrance to compulsory schooling;
- shift the focus from medical aspects to the educational needs of children;
- take advantage of church and other private initiatives to support new educational institutions;
- update the curricula for pupils with special educational needs;
- broaden the offer of educational programmes;
- set up speciálně pedagogická centra centres offering specialised services to disabled children integrated in the mainstream and to their parents and teachers;
- set up care centres for children and young people with behaviour disorders;
- set up a new type of schools – praktické školy – offering vocational education specialising in easy types of work to pupils with a severe mental disability.

In general, these changes were aimed at broadening educational opportunities, diversifying care and favouring integration over separate schooling as well as at ensuring equal access to education regardless of the nature of disadvantage.

The development ended with a new system for schooling children, pupils and students with special educational needs stated in the new Education Act, which was passed in September 2004 and came into force on 1st January 2005. The Act codifies the trends mentioned above.

10.2. Ongoing Debates and Future Developments

The main spheres of discussion concern the implementation of the new School Act and its regulations in particular on the level of basic education. The crucial task is the preparation of school educational programmes based on the approved Framework Educational Programme for Basic Education. Schools have to allow for modification of their school educational programmes for educating pupils with special educational needs whether for pupils integrated into the mainstream or for those educated in classes or schools set up especially for them. Instruction according to the new educational programmes or their annex intended for pupils with a mild mental disability is compulsory in years 1 and 6 of all základní škola in 2007/08 school year.

A framework educational programme for the základní škola speciální (intended for pupils with a severe mental disability, multiple disabilities or autism) is under preparation. Final version should be ready during 2008.

Increased attention is paid to the education of Roma children, who represent a substantial proportion of socially disadvantaged pupils (see 10.5.3.). In 2008 the Ministry of Education, Youth and Sports called for two programmes to financially support projects aimed at Roma people: "The Support of Roma Pupils at the střední školy, and Programme to Support the Integration of Roma Community.

In the sphere of foreigners' integration on the territory of the Czech Republic, a plan for integration policy for 2004-2006 was prepared (for more see 10.7.).

Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

Bibliography: Program na podporu integrace romské komunity
Bibliography: Program na podporu romských žáků středních škol
Bibliography: Rámcový vzdělávací program pro základní vzdělávání s přílohou upravující vzdělávání žáků s lehkým mentálním postižením
Bibliography: Rámcový vzdělávací program pro základní školu speciální. Pilotní verze

10.3. Definition and Diagnosis of the Target Group(s)

Target groups of children and young people requiring special care are defined by the new Education Act as

- a disabled person; a person with mental and physical disability, visual, hearing speech and language impairments, concurrent with other deficiencies, autism and delayed development in learning or behaviour;
- a person disadvantaged in terms of their health, i.e. with a serious health impairment, long-term disease or modest health impairment resulting in problems in learning and behaviour which must be taken into account in education;
- a person disadvantaged in terms of their social position, i.e. a family environment with social and cultural deprivation, risk of pathological social phenomena; institutional education ordered or protective care imposed, or a person with the status of asylum holder or a person having benefit from supplementary protection or a participant of proceeding for awarding international protection on the territory of the Czech Republic.

The Education Act and the relating decree include a new definition of the target group of gifted or exceptionally gifted pupils: an exceptionally gifted pupil is understood as an individual whose spectre of abilities reaches an unusual level, and who is highly creative over a whole range of activities or in individual cognitive areas, or in motor, artistic, and social skills.

Identification and precise diagnosis of the special educational needs of pupils with disabilities, health or social disadvantages as well as the identification of the educational needs of exceptionally gifted pupils are carried out by school guidance facilities. In the case of pupils with disabilities, where school guidance facilities propose education in accordance with modified educational programmes, medical recommendations are also required in order to ensure adequate conditions for instruction.

School guidance facilities include pedagogicko-psychologické poradny and speciálně pedagogická centra. All these facilities fulfil a range of tasks not only in the diagnosis of educational needs, but also in providing supporting pedagogical-psychological and special pedagogical services during educational process and in career guidance. Specific tasks in the fields of prevention of socio-pathologic phenomena and intervention on behalf of children with behavioural problems fulfil other school facilities, such as střediska výchovné péče and diagnostic institutes. The role of all these above mentioned school facilities is described in detail in chapter 10.6.10.

Consequences of social disadvantage are sometimes diagnosed only at enrolment at basic school (see 2.5. or 4.6.); it is stated that a child is not ready for compulsory education. Parents can ask for the postponement of compulsory school attendance if this is supported by a recommendation from school guidance facility. Parents are usually also advised that during the time of the postponement of the compulsory attendance their child should attend preparatory classes (see also 10.5.3. for more on these classes see chapter 3.

In an effort to prevent late detection of insufficient maturity for school, measures have been taken to increase the already high rate of participation of children in pre-primary education (see 3.6.).

On the education of non-nationals in the Czech Republic see 10.7. In case these are not in the position of persons who are granted asylum, applicants for granting international protection or persons having benefit from complementary protection or disabled or disadvantaged persons they are not usually considered as having special educational needs.

Legislation: Decree on education of children, pupils and students with special educational needs, and of exceptionally gifted children, pupils and students
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

10.4. Financial Support for Pupils' Families

Financial support for families with disabled children follows the same system as for families with healthy children. Support is differentiated according to the children's age and the financial situation of families (for more details see 4.7.). For details relating to children up to 6 years 3.7.; chapters 5.9. and 6.8. cover the situation of youth in vocational education and training).

Some allowances provided under the Act on State Social Support No. 117/1995 take children's disabilities into account:

- parental allowance – usually given to the parent who cares for a child up to four years of age; in the case of children with a long-term physical or mental disabilities the entitlement is extended up to seven years of age;
- social benefits (see 4.7.), in the case of disabled children the amount is increased by a coefficient that depends on the nature of disabilities (long-term illness, long-term disability, severe long-term disability);
- special allowances for families with child in foster care.

In accordance with the Act on Social Services No. 108/2006, a parent with a disabled child can apply for an allowance for care to municipality with extended responsibilities; the monthly amount ranges from CZK 3 000 to CZK 11 000.

In accordance with the Act on Social Security No. 100/1988 and its regulations severely disabled persons are offered social welfare. Within the welfare disabled persons receive financial benefits, interest-free loans and irregular benefits. Financial benefits are granted for, e.g. adaptations of flats, purchase of cars and their operation, special aid to remove, reduce or overcome consequences of the disability (e.g. PC modified for reading the point system of writing). In dependence on the type and range of the disability, severely disabled children are drawn cards for disabled – for physically disabled (TP), severely physically disabled (ZTP) or severely physically disabled with attendance. These entitle them to various privileges, e.g. with the last two cards they can travel free of charge in integrated public city transport or with substantial discount in other types of public transport.

According to the Education Act, children, pupils and students with physical impairments are entitled to use special textbooks and special didactic and compensatory aids provided by school free of charge.

Guidance concerning entitlements to state social allowances and benefits is provided especially by social service facilities but within the education sector also the speciálně pedagogická centra (see 10.6.10.).

Legislation: Act on social services
Legislation: Act on social security
Legislation: Act on State social support

10.5. Special Provision within Mainstream Education

Children, pupils and students with health disadvantage and social disadvantage are educated within the mainstream education.

Children, pupils and students with health disadvantages can be educated in alternative organisational forms which suite them best in terms of their educational needs but also comply with their parents' requirements. The parents' agreement is necessary prior the placement in the following organisational forms of special education. A child, pupil or student can be:

- integrated individually into classes or study groups in mainstream schools, with adequate educational conditions and necessary special pedagogical and psychological care;
- integrated in a group into special classes or study groups for disabled pupils in the mainstream schools;
- educated in schools established separately for pupils with physical disabilities (see 10.6.).

The head of a school can decide on enrolling children and pupils with special educational needs into a mainstream mateřská škola, základní škola or střední škola Children with special educational needs can be enrolled if conditions meet the standards set by the school guidance facilities (see 10.6.10.). As set by the law, the education of pupils of compulsory school age with special educational needs is carried out in the catchment area, i.e. in the mainstream school which the pupil should attend regarding their residence if parents had not decided otherwise. If a head of such a základní škola does not accept from some reason a pupil with special educational needs, he/she informs the relevant educational department of the regional authority. The regional authority responsible for educational conditions within the region offers parents a solution. If pupils are of age, they are supposed to participate in decision-making.

Individual integration is preferred to the other forms, at the same time the pupil's special educational needs are considered.

Within group integration pupils can be educated together with other pupils of the school in some subjects and are involved in all extracurricular activities in accordance with their abilities.

Integrated pupils are usually educated according to individual educational plans (see 10.5.3.).

Tertiary institutions generally integrate disabled students on an individual basis, but group integration is also possible. A group of hearing impaired students, for example, graduates from the Janáček Academy of Performing Arts in the field of mime and creative drama every year. In 1998/99, a group of six hearing impaired students studied at the Faculty of Education of Charles University. In both cases, there is a sign language interpreter. In the same year, the Faculty of Philosophy of Charles University launched a course specially intended for deaf students in the Czech language in the communication of hearing impaired people. The lectures are translated into Czech sign language.

Legislation: Decree on education of children, pupils and students with special educational needs, and of exceptionally gifted children, pupils and students

10.5.1. Specific legislative framework

International documents are of special importance for children and young people with special educational needs: the 1948 General Human Rights Declaration, the 1991 Convention on Children's Rights and the Standard Rules on Equal Opportunities for People with Disabilities (GA UNO 1993), Salamanca Declaration, UNESCO 1994 and UN Convention on the Rights of Persons with Disabilities, 2006.

The overarching documents include the government resolution No. 466 of 29 June 1992 called the 'National Plan of Help to the Disabled', resolution No. 493 of 1993 called the 'National Plan for the Reduction of Obstacles for the Disabled' and resolution No. 256 of 1998 called the 'National Plan for Equal Opportunities for Disabled Citizens' and government resolution No. 1004 of 17 August 2005 entitled the 'National Plan of Support and Integration of Citizens with Physical disabilities for the period

2006-2009'.

The basic legal documents regulating education of children and pupils with special educational needs are:

- A law on pre-primary, basic, secondary, tertiary professional and other education (the Education Act),
- A decree on education of children, pupils and students with special educational needs, and of exceptionally gifted children, pupils and students,
- A decree on the provision of guidance service in schools and school guidance facilities.

The Education Act

- states that if parents of a pupil of compulsory school age do not decide otherwise, pupil is educated in mainstream school which the pupil should attend regarding his/her residence, this applies also to a pupil with special educational needs;
- presents a new definition of children with special educational needs and individual target groups – disabled pupils, health disadvantaged pupils, and socially disadvantaged pupils, as well as a definition of the category of exceptionally gifted pupils (see 10.3.);
- codifies parents' right to choose the form of education for their disabled child (individual or group integration in a mainstream school or education in a school for pupils with disabilities) – (see 10.5.);
- preserves the possibility of establishing' separate schools or classes for pupils with physical disabilities in cases where this is best in line with the interests of the parents. The term speciální škola is not used in the Act and is used in the respective decree only as an abbreviation. Under the new Education Act, former zvláštní školy educating pupils with mild mental disabilities and other pupils with various learning problems, have become základní školy, while former pomocné školy educating pupils with medium and severe mental disabilities have become základní školy speciální (for details see 10.6.4.);
- encourages links between special education and mainstream schools and reinforces the trend towards the integration of individual pupils with special educational needs into mainstream schools and creates condition for meeting the individual needs of pupils;
- stipulates that framework educational programmes, which set the aims, forms, duration and compulsory content of the various branches of education at the national level, have to include terms for educating pupils with special educational needs;
- codifies instruction within individual educational programmes intended for pupils with special educational needs or exceptionally gifted pupils and allows for special measures to support these pupils (see 10.5.3.).

The Education Act explicitly sets the obligation to support the development of abilities of pupils and students at schools.

The decree on the education of children, pupils and students with special educational needs, and of exceptionally gifted children, pupils and students also lays out the types of schools established for pupils with disabilities, the elements of an individual educational plan (see 10.5.3.), the function of a teacher's assistant, the organisation of special education including the number of pupils in a class, the placement of pupils into special education, and other details.

The decree on the provision of guidance services in schools and school guidance facilities stipulates the content of guidance services, their providers (schools and school guidance facilities), their recipients (children, pupils, students, their legal guardians, schools and school facilities), to whom the standard services defined in annexes are provided free of charge, and rules for providing paid services (for further details see 10.6.10.1.).

Legislation: Convention on children's rights
Legislation: MEYS Decree on providing guidance in schools and school guidance facilities
Legislation: Decree on education of children, pupils and students with special educational needs, and of exceptionally gifted children, pupils and students
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

10.5.2. General objectives

The aim of special care provided within mainstream education is not to isolate children with special educational needs from their peers if possible, but to prevent disabilities or disadvantages from becoming limiting factors in education and to educate all children in the spirit of mutual help and solidarity so as to gain high-quality education.

10.5.3. Specific support measures

Education of pupils with special educational needs is carried out in accordance with the education documents of mainstream education with modifying of conditions and use of supportive measures for educating pupils with special educational needs. In case of pupils with severe mental disability, education documents for this disability are used.

The supportive measures in the education of children, pupils and students with special needs and of exceptionally gifted pupils include special methods, procedures, forms and means of education, and didactic materials, provision of pedagogical-psychological services, education according to individual educational programmes or other arrangements for the organisation of education.

Depending on pupil's concrete needs this can mean, e.g. provision of compensatory, rehabilitation and teaching aids, special textbooks (e.g. written in Braille), using alternative forms of communication (sign language), incorporating subjects of special educational care (e.g. speech therapy), ensuring services of a asistent pedagoga or a sign language interpreter, or reducing the number of pupils in a class, department, or study group.

The extent and content of supportive measures provided depends on the extent and structure of pupil's special needs. Supportive measures are provided by:

- the school itself, through educational-organisational measures, i.e., primarily selecting educational methods and procedures, reducing the number of pupils in a class, and by taking advantage of the performance of the asistent pedagoga, school advisers, school prevention specialists, or – if they work at school – school psychologists or specialist teachers;
- school guidance facilities – pedagogicko-psychologické poradny and speciálně pedagogická centra;
- by diagnostic institutes and střediska výchovné péče in prescribed cases.

For all guidance services in detail see 10.6.10.1.

Since 1997 several teachers could operate in class for pupils with severe disability. The function of an asistent pedagoga (see 8.2.8.1. and 8.5.) has gradually been codified in order to facilitate the adaptation of children from disadvantaged backgrounds (mainly Roma children, the children of asylum seekers, etc.) to school. Under current laws an asistent pedagoga can also work in a class in which there is a child or pupil with special educational needs. The asistent pedagoga helps pupils to adjust to the school environment, and teachers with educational activities, communication with pupils, and cooperation with the pupil's family and community. The school head sets the working content of the asistent pedagoga and in compliance with it also required professional qualification of this teacher. The school head submits a request to employ an asistent pedagoga (with justification of the necessity and expenses) to a regional authority; in case the founder of the school is the Ministry of Education, Youth and Sports or registered church, application is sent directly to the Ministry of Education.

A personal assistant, who is not member of the school staff, can, with the approval of the school head and legal guardian, work in classes, departments and study groups in which a pupil with physical disabilities is educated. The assistant carries out his/her work in compliance with the Act on Social Services and helps pupil to take care of himself/herself, with travelling to school, etc.

Special form of pre-primary education are the preparatory classes intended for socially disadvantaged (see 10.6.4., for detailed information chapter 3.).

Special attention is devoted to the Roma community, with specific measures included in the Ministry of Education, Youth and Sports Programme for Support of Roma Integration (2005, 2006, 2007 and

2008). The implementation of these measures is subsidized by the Ministry of Education, e.g. residential pre-school preparatory courses for Roma children and their parents, methodological support for teachers working with Roma children or the development of educational programmes and materials focused on Roma integration.

All pupils integrated individually into mainstream schools (as well as pupils with severe mental disabilities, pupils integrated as a group or pupils from schools established specifically for pupils with disability and pupils from preparatory classes) are provided (in cooperation with parents, staff of school guidance facilities and teaching staff) with an individual educational plan which specifies and justifies the support measures.

The individual educational plan is compiled on the basis of results of a professional examination and identification of pupil's special educational needs in school guidance facility also the time of the next examination is set). The individual educational plan is based on the school educational programme of the particular school, results of the professional pedagogical or psychological examination, possibly doctor's advice. It is a binding document for ensuring special educational needs of a pupil. The programme sets education goals for the concrete pupil, outlines adaptations in the organisation of teaching, dividing up time and content, the form of setting tasks, the mode of assessment and classification, pedagogical approaches, organisation of final examinations, etc. It determines the type and scope of special pedagogical and psychological care according to the nature of the pupil's disability and special educational needs, its organisation, how it is secured and who provides it (both an institution and an actual employee). It lists necessary supplementary and teaching aids, equipment, textbooks, teaching materials, etc., including a rationale for these. It contains a proposal for any decrease in the number of pupils in a class, for an increase in teacher numbers, a sign language interpreter, or an additional worker, in all cases with the appropriate rationale. An assumed need for additional financial means per pupil is derived from the proposals. The individual educational programme also includes cooperation with parents or legal guardians (homework, recommended activities for the pupil's leisure time, request for a medical examination, etc.) and the pupil's participation in problem solving.

The school head is responsible for the development of an individual educational plan. This is usually prepared before a pupil starts school, but must be prepared within one month after starting school or after special educational needs have been identified. It is a part of the pupil's documentation and it is signed by the pupil's legal guardian. Observance of the plan is assessed twice a year by the school guidance facility. The facility monitors how the recommendations are respected by the school and if they are not respected it informs the school head of their findings.

Individual educational plan is supplemented and modified as needed.

Individual educational plans for exceptionally gifted pupils are compiled in a similar way. For these pupils, the school head can form groups within which gifted pupils of the same or various grades are educated together in some subjects. Other possibilities for supporting these pupils include broadening or deepening the education content, setting special tasks or involvement in independent projects.

Schools that seek methodological support in the care for gifted pupils can ask for help from specialists (see 10.6.10.).

The school head can transfer an exceptionally gifted pupil to a higher year without their completing the previous year on the basis of an exam held in front of an examination board which has three members. No school report is issued for the year which the pupil did not complete, but this is mentioned in the reports to follow where it is stated which years were not completed.

A special form of the exploitation and development of talent is offered by traditional competitions in knowledge and skills, whether intellectual (e.g. mathematical, physical and other called "Olympics"), artistic (recitation, visual art), sporting or other. These are organised by the education sector on various levels (regional or national), often in collaboration with representatives from the academic or artistic communities.

Legislation: Decree on education of children, pupils and students with special educational needs, and of exceptionally gifted children, pupils and students
Legislation: Act on social services
Legislation: Act on sign language and amending other acts

Bibliography: Program na podporu integrace romské komunity

10.6. Separate Special Provision

If the nature of physical disabilities requires special treatment, schools or, with permission of the regional authority, classes, departments or study groups with modified educational programmes are established.

The network of schools established separately for children or pupils with disabilities (for more see 10.6.4.) is an alternative for those pupils who, for various reasons, do not cope well with education in mainstream schools and whose parents applied to such a school.

Teachers, who educate pupils with special needs in school established separately for them, must have university qualifications specialising in special needs education (see 8.1.4.6. and 8.1.6.5.).

Special education sphere cooperates with the school guidance facilities, system of health and social care and mainstream schools.

The needs of gifted children are satisfied through establishing classes with extended instruction in certain areas (see 10.6.4.). The children can develop their artistic interests and talents in základní umělecké školy, which provide education in these subjects as recreational education (see 4.17.1.).

10.6.1. Specific legislative framework

Education of pupils with special educational needs (whether within the mainstream or separated) is regulated by the law on pre-primary, basic, secondary, tertiary professional and other education (Education Act – see 10.5.1.).

The detailed regulation of the education of pupils with special educational needs is governed by the Decree on the Education of Children, Pupils and Students with Special Educational Needs, and of Exceptionally Gifted Children, Pupils and Students, which is common both for integrated and separated education.

A school established separately for children with disabilities (legislatively termed a speciální škola) is a type of mainstream school rather than a specific kind of school in compliance with the new Education Act. Types of schools are determined by a decree within the framework of the types of schools determined by the Education Act. In the decree, schools are specified according to the kind of disability (for physically disabled, visually impaired, etc.) and kind of schools (mateřské školy, základní školy, střední školy). Schools in health care institutions are for organisational reasons ranked among schools established separately for children, pupils and students with disabilities. There is only one type of special school which is defined by the Educational Act: the základní škola speciální, which is intended for pupils with severe mental disabilities, multiple disabilities or autism. (For details see 10.6.4.)

The way of educating children with severe mental disabilities is with the agreement of child's legal guardians and recommendation of a doctor stipulated by the regional authority. In cooperation with the school guidance facility, the regional authority determines education which is adequate to their mental and physical abilities. The regional authority also provides guidance, methodological and pedagogical assistance and support.

The law on sign language passed in 1998 confirmed its importance for the education of pre-lingual deaf people and opened the way for the provision of interpreting services for deaf pupils.

School facilities, regulated by the 2002 law on institutional education or protective care in school facilities and on preventive educational care in school facilities in the wording of a later regulation and the 2003 decree which regulates the details of institutional education or protective care, also fall into the sphere of special education.

Institutional education is ordered by a court in accordance with the Act on Family in cases where the education of a child has been seriously threatened or has seriously deteriorated and other measures have not led to an improvement, or if parents are unable to ensure their child's education. The court's duty is to consider all other possibilities, e.g. foster care before imposing institutional education.

Protective care is imposed by court in accordance with the judiciary law on youth matters when a child (up to 15 years of age) or a juvenile (from 15 to 18 years) has committed a crime and the lack of proper education which caused the violation of the law cannot be corrected in any other way.

The sphere of special education is further regulated by a series of regulation of lesser legal strength (methodological directions, information, pedagogical documents, etc.).

For legal regulations of family support see 10.5.1.

Legislation: Decree on education of children, pupils and students with special educational needs, and of exceptionally gifted children, pupils and students
Legislation: Decree of the Ministry of Education, Youth and Sports regulating provisions of institutional and protective education in educational facilities
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)
Legislation: Act on family
Legislation: Act on judiciary in the matters of youth
Legislation: Act on institutional education and protective care in school facilities and on preventive educational care in school facilities and amendment to other acts
Legislation: Act on sign language and amending other acts

10.6.2. General objectives

The aim of education of pupils with special educational needs is to use special approaches, forms and methods of work in order to:

- provide all children with the opportunity to develop their potential in full;
- support the overall development of each child;
- enable all children to make progress towards the achievement of their personal goals including both cognitive and life skills.

10.6.3. Geographical accessibility

The accessibility and structure of education offered to children/pupils/students with special educational needs is under the responsibility of a relevant regional authority. The regional authority prepares long-term policy objectives of the region (see 2.6.2.1.), which among others contains main objectives and tasks for individual areas of education and also proposal on funding of education. This is aimed at ensuring equal educational opportunities for a whole range of pupils in a region taking into account the demographic development and situation in the labour market.

The structure of educational offer to pupils with special educational needs and eliminating the obstacles in entering integrated education are among the priority issues.

As separate education has been the prevalent option to date, there is a relatively dense network of special schools for pupils with disabilities (speciálních škol) in the Czech Republic. These schools integrate several school types and kinds that specialise on one type of disability. Thus, for instance, there might be an educational institution for the hearing impaired, consisting of a mateřská škola, základní škola, praktická škola, střední odborná škola, střední odborné učiliště, odborné učiliště, speciálně pedagogické centrum and internát. This form of organisation enables pupils to transfer from one educational level to another without difficulty. Each special school may develop its specific image by the choice of educational methods and forms, offering extra-curricular activities (e.g. parent clubs, sports clubs, stays in the country, etc.) and other services for pupils and their parents.

The role of special schools at the time of progressing educational reform and requirements on integration and inclusion of pupils with special educational needs is changing; they are becoming the integration resource centres.

10.6.4. Admission requirements and choice of school

The school head decides on whether a pupil with physical disabilities should be placed into one of the forms of special education on the basis of a recommendation from the school guidance facility and the approval of the pupil's legal guardian. The placement can be preceded by a test period for the pupil at the given school for a period of 2 to 6 months.

School guidance facilities provide the diagnostic and advisory services necessary for a decision on the appropriate placement of children with special needs in special education (see 10.6.10.). The results of diagnostic examination (or even diagnostic stays) are formulated as prognoses and proposals of the optimum educational career, which create a set of source materials for the administrative bodies to make their decision.

No decision on placement in a particular type of special education is definite. If there is a change in the nature of a pupil's disabilities or their special educational needs over the course of their education, the school head is obliged to propose the change of regime and condition of education. The staff of speciálně pedagogické centrum provide the necessary special pedagogical and educational activities including therapy and socialisation for children exempted from compulsory schooling for a period.

The choice of a way and form of education of pupils with special educational needs is determined by the nature of a child's special needs, the nature and extent of their disability, their age, opinion of child's legal guardians or the opinion of a pupil of age and also conditions and possibilities of the school.

Schools separately established for children/pupils with special educational needs are as follows:

Pre-primary education

In case the disabled children are not educated in mainstream classes of the mateřské školy or in separate classes established for them – see 10.5., there are separate mateřské školy for children with hearing, visual impairments or physical disabilities, for deaf and blind children, for children with speech-language impairment (logopaedic mateřská škola), special mateřská škola for children with mental disability, with multiple disabilities, and with autism.

Health impaired children or children with long-term disease in health care institution (disadvantaged in term of health) can be educated in a mateřské školy at health care institution.

A preparatory stage of základní škola speciální provides preparation for compulsory education for children with a large range of special needs for the period that their compulsory school attendance is postponed. This may range from 1 to 3 years, the latest to the school year at which the pupil is 8 and is admitted to compulsory education.

In 2001 in an effort to prevent educational problems in compulsory education, so called preparatory classes were introduced for children from disadvantaged socio-cultural backgrounds. These are established for children in the last year before starting school attendance, since 2004 they can be provided at basic schools only. As they correspond to the pre-primary level of education, they are described in more details in chapter 3.

Compulsory education

Compulsory education of pupils with disability (if children are not integrated in ordinary schools or if they are not educated in separate classes of ordinary schools – see 10.5.) is provided by various types of základní škola: for pupils with visual and hearing impairments and physical disabilities, for deaf and blind pupils, základní škola logopaedic, for pupils with specific learning difficulties, for pupils with specific behavioural difficulties, základní škola speciální, and základní škola praktická for pupils with mental disabilities and základní škola at health care institution.

Former zvláštní školy, which were primarily intended for children with mild mental disabilities (according to WHO they are for pupils with IQ lower than 70) but in which children with significant educational problems of various etiology had been often educated, can be still established as a separate základní škola or as a type of základní škola – základní škola praktická, which provides education according to an annex to the Framework Educational Programme for Basic Education intended for pupils with a mild mental disability (for more see 10.6.7.). Nevertheless, measures have been taken to reduce number of pupils placed in schools established separately for pupils with disabilities, in particular through the introduction of various supportive means (10.5.) as preparatory classes and increased attendance at mateřské školy in the year preceding the start of compulsory education (see also 10.5.3.). For more information see chapter 3.

According to the School Act the základní škola speciální (the former pomocná škola) educates pupils with severe mental disability, multiple disabilities and autism, thus with serious deficiencies in intellectual development (for information on educational programme for education in základní škola speciální, see chapter 10.6.7.). A special pre-primary facility, known as the preparatory stage (see also above for pre-primary education) can also be part of the základní škola. Special education for pupils with a severe mental disability helps to develop the pupils' communication, mobility and perception, thus creating the conditions for further education and social integration.

Post-compulsory education

Types of post-compulsory schools that have been set up for pupils with lesser study prerequisites are odborné učiliště and praktická škola.

An odborné učiliště is a vocational school set up primarily for school leavers of základní škola praktická or pupils who completed education in mainstream základní škola in lower than ninth year. Those are pupils with mild mental disabilities, or who are otherwise disadvantaged in educational terms. They provide vocational training according to educational programmes which are adapted to comply with pupils' special needs. Pupils acquire střední vzdělání s výučním listem particularly trade apprenticeships. The duration of training is three years.

A praktická škola is a type of střední škola for pupils with more serious mental disabilities (usually for those completing základní škola speciální) who have completed compulsory school attendance and offers individualised training for simple work, according to the level of disability. The duration of training is one or two years. Successful completion of the educational programme praktická škola pupil acquire střední vzdělání (ISCED 2C).

All upper secondary schools – střední odborná učiliště, gymnázia, střední odborné školy, even odborná učiliště and praktické školy – can be established separately for pupils with special educational needs according to the kind of disability, i.e. for pupils with visual, hearing impairments and physical disabled pupils.

There are also conservatoires for visually impaired pupils which prepare them for careers in music, music education and piano tuning (in 2007/08 there was one such school).

There are no separate vyšší odborné školy established for disabled.

Institutional education

Children and young people who have been removed from families are cared for in school facilities for institutional education and protective care (on institutional education and protective care see also chapter 10.6.1.):

- dětské domovy – for children from 3 to 18 years who have been referred to mandatory institutional education and are without behavioural disorders, or for teenage mothers with children; according to the law (on the basis of an agreement with the management of the facility), it is possible to remain in these facilities until the completion of the preparation for future profession, at maximum up to 26;
- dětské domovy with schools – for children referred for mandatory institutional education and who have behavioural disorders or mental disabilities, for children with mandatory protective care. They are intended for pupils of compulsory school age (6-15 years) and it is possible to establish family groups, included within this facility is základní škola;

- výchovné ústavy – for children over the age of 15 with serious behavioural disorders, under a regime of institutional or protective care (possibly for children older than 12 with imposed protective care and with such behaviour disorders that they cannot be placed in dětské domovy with schools; these institutes usually include a střední škola, possibly a základní škola.

Children with ordered institutional or imposed protective care are placed into these school facilities (or transferred or released from them) on the basis of examination in a special education establishment – a diagnostic institute (see 10.6.10.1.). Children are placed into a diagnostic institute by a body charged with their social and legal protection or a responsible person on the basis of a court decision. They usually stay at the institute for 8 weeks.

For statistical data on institutional facilities see 10.8.6.

Care for gifted children

The talents and interests of children in some subjects in základní školy are accommodated by setting up classes or schools with extended teaching in certain subjects (languages, mathematics, sport, etc. – see 4.8.). The school head can form groups for exceptionally gifted pupils in which pupils of the same years or various years are educated in some subjects.

Those pupils are fully prepared for this can also transfer to multi-year gymnázia, after year 5 or year 7 of compulsory education, before completing základní škola (see 4.17.).

Children who are talented dancers can continue their education at a dance conservatoire after year 5 (see 5.7. and 5.11.).

All children can develop their interests or talents in music, dance, visual art, and drama simultaneously with their compulsory or post-compulsory education during their leisure time in základní umělecké školy (see 4.17.1.).

Legislation: Decree on education of children, pupils and students with special educational needs, and of exceptionally gifted children, pupils and students
Legislation: Decree of the Ministry of Education, Youth and Sports regulating provisions of institutional and protective education in educational facilities
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)
Legislation: Act on institutional education and protective care in school facilities and on preventive educational care in school facilities and amendment to other acts

10.6.5. Age levels and grouping of pupils

The education of children and young people with special educational needs is similar to that of the mainstream population with differences ensuing from the nature of each type of disability and its level.

All schools are co-educational. In classes established for pupils with disabilities, pupils of two or more years can be placed.

Compulsory school attendance starts at the beginning of the school year following the day on which the child reaches six years of age. Children with postponement of compulsory school attendance must start school at the latest in the school year in which they reach eight years of age. Basic education of pupils who are educated in classes or schools according to modified educational programmes can last ten years. Basic education of pupils with disabilities finishes when they reach 20 years of age at the latest, education of pupils with severe mental disability, combine disabilities or autisms and pupils of základní škola speciální can be prolonged with approval of the founder up to the age of 26. In cases when pupils are prepared in skills needed for job performance or required in certain work activity school co-operates with labour offices.

Upper secondary education and tertiary professional education of pupils with disabilities can be extended by as many as two years.

It is possible to organise courses in which adults can acquire basic education. The základní škola speciální can organise these courses for persons with severe mental deficiencies, multiple disabilities or autism who did not achieve základy vzdělání.

Schools and classes established for children, pupils and students with disabilities are intended for one type of disability. Pupils with other kinds of disabilities who can be offered the opportunity to follow an individual educational plan or even completely healthy pupils, at the request of their legal guardian, can be educated in these schools and classes.

A class, group or a department can have from 6 to 14 pupils, or in the case of severe disabilities from 4 to 6 pupils. These numbers can be increased or decreased above the limits stipulated in the decree by the school founder provided that this modification is not detrimental to the quality of education and does not contravene health and safety requirements. Any related increase in costs must be met by the school founder.

Pupil numbers are the same for groups in the internáty and domovy mládeže, školní družiny and školní kluby solely for pupils with disabilities.

In a secondary school established separately for pupils with disabilities, groups for vocational training are formed according to numbers stated in the government decree on the system of fields of education in basic, secondary education and tertiary technical education, in other vocational training the group has at most 6 pupils.

Institutional and protective education can continue up to 18 years, and in serious cases it can be extended to 19 years.

Legislation: Decree on education of children, pupils and students with special educational needs, and of exceptionally gifted children, pupils and students
Legislation: Decree of the Ministry of Education, Youth and Sports regulating provisions of institutional and protective education in educational facilities
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)
Legislation: Act on institutional education and protective care in school facilities and on preventive educational care in school facilities and amendment to other acts

10.6.6. Organisation of the school year

The organisation of the school year in special schools is identical with that in mainstream schools (see 4.9.).

10.6.7. Curriculum, subjects

Current situation

Educational programmes for special education are developed by the Research Institute of Education in Prague (as are other educational programmes except those for vocational education and training).

Special schools are now more involved in research, in the preparation of educational programmes and guidelines and the development of textbooks, provide guidance support to mainstream schools, participate in programmes of in-service training of educational staff and become "Integrated Support Centres" – centres in which knowledge, methods and technologies used within integrated and inclusive education of pupils with special needs in mainstream education are concentrated. Their knowledge, methods and information are disseminated and mainstream schools are provided with them.

Transition towards instruction according to the framework educational programmes

The current convergence of normal and special education is based on the curricular reform, which envisages a fundamental transformation of the educational process. The emphasis is on

individualisation and differentiation of educational approaches, and on meeting the different educational needs of individual pupils.

Schools prepare their school educational programmes according to framework educational programmes with nationwide validity prepared for every field of education. Every framework educational programme must be able to be modified for pupils with special needs. In terms of content, this means adapting educational fields to pupils' abilities, introducing special subjects (e.g. sign language) and adequate subjects of special pedagogical care, e.g. speech therapy, education in speech, communication skills, spatial orientation and independent movement of visually impaired people, social skills, etc. The head of a special school can ensure preventive health care and rehabilitative care for disabled pupils.

Education of children with special educational needs of pre-school age (including children in preparatory classes of the základní školy and the special mateřské školy is carried out according to the Framework Educational Programmes for Pre-primary Education (FEP PPE). Framework objectives and intentions are common for all children. Education of children with special educational needs in mateřské školy with alternate educational programme is carried out on the basis of school educational programmes modified according to children's special needs. Important condition of successful pre-primary education of all children with special educational needs – regardless of the child's integration in the mainstream school or his/her education in separate facility – is not only the choice of appropriate educational methods and means but also highly professional attitudes of teachers and other staff who cater for the children's needs and education. Teacher cooperates with other professionals and uses services of the school guidance facilities – the speciálně pedagogická centra and pedagogicko-psychologické poradny – see 10.6.10.1. For more on FEP PPE see chapter 3.

The educational programme of a základní škola for disabled – visually, hearing, physically and speech-impaired and physically disabled pupils is the Framework Educational Programme for Basic Education (FEP BE) (for more details see chapter 4.10.1.). In 2007/08 the FEB BE is introduced in the first and sixth years of základní škola. New curricular documents will subsequently be introduced in all years of základní škola. Chapter 8 of the FEP BE stipulates the conditions of educations of disabled pupils; school educational programme must be prepared with respect to their educational needs. Basic content of education is supplemented by the teaching of subject of special educational care – logopaedic care, spatial orientation and independent movement for visually impaired people, medical physical education, mastering and using information and communication technologies adapted to pupils' needs, etc

Hearing-impaired pupils are entitled to education in sign language and the visually impaired in Braille.

Schools for the visually impaired teach two reading and writing systems.

Pupils who are not able to communicate in spoken language are educated through alternative forms of communication.

The education of deaf and blind pupils is provided according to the special educational programme for those pupils.

Basic document for education of pupils with mild mental disability, i.e. for pupils with IQ less than 70, is also FEB BE. Education is carried out according to the supplement of the FEB BE altered for pupils with mild mental disability both for those at the základní škola praktická and those integrated individually or as a group into mainstream school. The supplement stipulates separately key competences, educational objectives and curriculum. It differs from the main part of the FEB BE in lower number of hours for foreign languages (4 hours) and substantially higher number for the educational area People and the world of work. In 2007/008 the instruction according to the supplement is carried out in 1st and 6th years, in other years according to the running out educational programme of zvláštní škola .

A special framework educational programme intended for pupils with medium and severe mental disabilities (Framework Educational Programme for Základní Škola Speciální) is being verified at pilot schools. The final version will be completed by half of the year 2008. The instruction at the základní školy speciální (former pomocná škola), for whom this programme is intended for, follows at present educational programme for pomocná škola and preparatory stage of pomocná škola, possibly the rehabilitative programme of pomocná škola for pupils with most severe mental disability.

After completing the základní vzdělání, pupils with special educational needs can be educated at secondary schools. These schools can be separately established for pupils with health disability. At schools for visually, hearing and physically impaired pupils, the instruction proceeds according to the educational programmes for particular educational field (educational programmes for secondary schools are in chapter 5.13.) alternated for education of pupils with special educational needs. The odborné učiliště prepares for professions according to the educational programmes for fields of education of střední vzdělání s výučním listem (ISCED 3C) modified for special educational needs of pupils with mild mental disability.

The praktická škola – secondary school for pupils with severe mental disability – prepares pupils according to the educational programmes for one-year and two-year praktická škola. Pupils of these schools had usually completed základní škola speciální and achieved the základy vzdělání. Education at the praktická škola enables pupils with special educational needs, with lower level of intellectual abilities and/or multiple disabilities:

- to supplement and broaden general education which they acquired during the fulfilment of compulsory school attendance;
- to achieve knowledge and skills needed to perform simple tasks in different occupations as well as in every day life.

The aim is to improve the pupil's prerequisites for integration into society. This is the main objective of education of pupils with mental disability. The framework educational programme for praktická škola is being prepared and verified by the Research Institute of Education in Prague.

Legislation: Act on sign language and amending other acts

Bibliography: Aktualizované učební plány vzdělávacích programů pro vzdělávání žáků s mentálním postižením
Bibliography: Rehabilitační vzdělávací program pomocné školy
Bibliography: Rámcový vzdělávací program pro předškolní vzdělávání
Bibliography: Rámcový vzdělávací program pro základní vzdělávání s přílohou upravující vzdělávání žáků s lehkým mentálním postižením
Bibliography: Rámcový vzdělávací program pro základní školu speciální. Pilotní verze
Bibliography: Učební dokumenty Praktická škola dvouletá
Bibliography: Učební dokumenty Praktická škola jednoletá
Bibliography: Vzdělávací program pomocné školy a přípravného stupně pomocné školy
Bibliography: Vzdělávací program zvláštní školy

Institutions: Research Institute of Education in Prague

10.6.8. Teaching methods and materials

In special education, special educational methods are combined with slightly modified versions of the methods used in regular schools. Special teaching methods focus on the strengthening of personality development and teaching specific and necessary skills to pupils with the aim of supporting their successful integration into society and the world of work.

Non-traditional and alternative methods are successfully used particularly to develop communication, mental capacities, orientation skills and improved social communication of children.

Schools with pupils with special educational needs can use special textbooks and other teaching materials (videos, workbooks, worksheets, etc.), which are adapted for education of these pupils, these are, e.g. textbooks with special graphic layout and adjustment of content printed out in Braille tactile letters, multimedia textbooks, etc.

A maximum of three members of the teaching staff, one of them an asistent pedagoga, can work simultaneously in a class for pupils with severe physical disabilities. A pupil's personal assistant, who is not a member of the school staff but an employee of the social services, can work in classes in which a pupil with disabilities is educated.

Increased attention is paid to information and communication technologies. Schools have gradually been equipped with special information technologies (both hardware and software) intended for pupils

with special educational needs.

(For details on training of teachers of schools or classes especially established for pupils with special educational needs see 8.1.4.6. and 8.1.6.5.)

10.6.9. Progression of pupils

Progression of pupils is based on assessment.

Assessment of pupils with special needs is similar to that in a mainstream mateřská škola (see 3.12.) základní škola (see 4.12.) and střední školy (see 5.15.). Assessment is carried out with respect to the nature of a particular disability or disadvantage. Marks, verbal assessment or both can be used for expressing assessment on pupil's report at základní škola and střední škola. The form of the assessment is decided by the school head, the agreement of the školská rada is needed. The school head can decide on the use of verbal assessment for a pupil with developmental learning disorders, based on a request from the pupil's legal guardian. Achievement of pupils in a základní škola speciální is always assessed verbally.

The progression is regulated by the same rules as in mainstream schools (see 4.13. and 5.16.). The progression to higher years for exceptionally gifted pupils is newly stipulated by the Education Act.

During education at school, the nature of a pupil's special needs can change (see 10.6.4.).

If a pupil is moved to another educational programme, the school head places the pupil in the appropriate year for their knowledge and skills.

Legislation: Decree on education of children, pupils and students with special educational needs, and of exceptionally gifted children, pupils and students
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

10.6.10. Educational/ vocational guidance, education/employment links

Guidance plays an exceptionally important role in the care for pupils with special educational needs, and its importance increases when those pupils are integrated into mainstream education. For this reason information on guidance is included in the separate section 10.6.10.1., links between education and employment are described in the section 10.6.10.2.

10.6.10.1. Guidance

School guidance services include those focused on support of education, learning, and career decisions of pupils. The services are provided for pupils, their legal guardians, schools and school facilities.

The Educational and Psychological Counselling Institute, which also has a coordinating role and a role in in-service training of guidance staff, and departments of psychology and special education at higher education institutions provide the methodological and theoretical background. The National Institute of Technical and Vocational Education provides both information, methodological and direct services in the field of career guidance and guidance and cooperates in this area with the Employment Services Administration of the Ministry of Labour and Social Affairs (for more details see 5.18.).

Guidance services are provided by

- schools,
- schools, school guidance facilities, i.e. pedagogicko-psychologické poradny and speciálně pedagogická centra.

In stipulated cases also diagnostic institutes (school guidance centres for institutional education and protective care) and střediska výchovné péče (school guidance centres for preventive educational care) can participate in providing guidance services.

Schools

Schools provide guidance services usually through a výchovný poradce (advisor) and a prevention specialist, who cooperate with class teachers and teachers of social subjects. The new school regulations enable schools to provide guidance services through a school psychologist and/or a school special education teacher.

The success of guidance in a school depends on the cooperation of experts and the readiness of teachers to face possible educational problems and crises such as high percentage of pupils' failing, the difficulties of pupils with their respective disabilities, and problems connected with socially undesirable phenomena, especially aggression.

The extent of guidance services usually depends on the number of pupils in a school and their educational needs. For more details on guidance in a school see chapter 4.15.

Pedagogicko-psychologické poradny

The pedagogicko-psychologické poradny are school guidance facilities established by regions, or other legal entities or physical persons (religious and private guidance centres). There must be at least one centre in every district.

The services of guidance centres are provided by psychologists, special education teachers and social workers. Individual or group work by the experts with pupils, their legal guardians and teachers includes diagnostic, interventional, methodological and information activities. It is provided on a non-residential basis at the centre premises and through visits of counsellors in schools and school facilities. The guidance centre notably:

- determines the extent to which pupils are educationally and psychologically prepared for school, and provides guidance on this; recommends to the legal guardians and the school head to place a pupil in a particular school and class and a suitable form of their education; collaborates during admission procedures; carries out psychological and special pedagogical examinations preceding the placement of pupils in schools, classes, departments and groups with modified educational programmes,
- identifies the special educational needs of pupils in schools that are not specifically for pupils with physical disabilities, and provides guidance and proposals for measures to be taken by schools and other educational facilities on the basis of the results of psychological and special pedagogical tests,
- provides guidance services for pupils with a high risk of school failure or of problems in their personal and social development,
- provides guidance services relating to pupils' personal and career perspectives,
- provides methodological support and consultation for schools relating to exceptionally gifted pupils and their education; experts in the care for gifted pupils work in all regions and their activities are coordinated by the Educational and Psychological Guidance Institute,
- ensures prevention of socially pathological phenomena in schools.

Guidance centres cooperate with labour offices in the field of career advice and guidance (see 7.3.2.).

Speciálně pedagogická centra

The speciálně pedagogická centra are established mainly at speciální školy. Their aim is to provide guidance services, supportive care and expert assistance for pupils with disabilities and pupils disadvantaged, their legal guardians and teachers who work with the pupils, during their educational and social integration. Expert teams of centres are made up of special education teachers, psychologists, and social workers. The teams can be supplemented by other experts according to the nature and degree of the physical disabilities of the centre's clients. Centres' activities are provided on a non-residential basis at the centre premises and through visits of experts to schools and other school facilities, or in families and institutions taking care of pupils with disabilities.

A speciálně pedagogické centrum:

- determines to what extent pupils with disabilities are prepared for compulsory school attendance, defines the special educational needs of pupils with disabilities and health disadvantage, and provides expert background information to assist in the integration of these pupils and in their placement or transfer to schools and other school facilities and for other educational measures,
- provides special educational care and special education for pupils with disabilities and health disadvantages who are integrated into mainstream education, and for pupils with severe and combined disabilities who cannot attend school. The centre supports them in many ways, including through lending technical literature or rehabilitation and compensatory aids, according the pupils' needs,
- performs special educational and psychological diagnostic tests and provides guidance and assistance in addressing problems in the education, in mental and social development of pupils with disabilities and health disadvantages, identifies individual dispositions and creates conditions for developing pupils' abilities and their integration into society,
- provides guidance for teachers and legal guardians in the education of pupils with disabilities,
- provides methodological support for schools which educate pupils with disabilities and health disadvantage.

The diagnostic institute

The diagnostic institute carries out special pedagogical an psychological testing on a residential basis of children who have been ordered institutional education or imposed protective care by a court, or of children who have been referred to the institute by their parents/persons responsible for their education (on the basis of an agreement between the institution and parents, child's legal guardian or juvenile) because of behavioural problems, in order to make appropriate recommendations.

Střediska výchovné péče

Střediska výchovné péče provide general preventive educational care for at risk youth or juveniles with socially undesirable behaviour in cases where institutional or protective care is not justified. They also work to eliminate negative social phenomena, participate in the education of children and young people with behavioural disorders, provide initial expert help for children experimenting with drugs and for their parents and teachers, carry out special educational and psychological examinations of pupils with specific and unspecific behavioural disorders, and of pupils at risk of negative social phenomena. In addition to their basic non-residential activity, most of them provide clients with residential care and some centres have crisis beds and run telephone help lines.

Guidance service can also be offered by associations concerned with various areas of special education.

Legislation: Guidelines for primary prevention of socio-pathological phenomena of children, pupils and students in schools and school facilities
Legislation: MEYS Decree on providing guidance in schools and school guidance facilities

Institutions: DYS Association of the Czech Republic
Institutions: Asociace náhradní výchovy
Institutions: Asociace organizací neslyšících a nedoslýchavých a jejich přátel ASNEP
Institutions: Asociace školských poradců
Institutions: Federace dětských domovů FICE ČR
Institutions: Educational and Psychological Counselling Institute of the Czech Republic
Institutions: Logopedická společnost M. Sováka
Institutions: Národní rada osob se zdravotním postižením
Institutions: Sdružení pro pomoc mentálně postiženým ČR, SPMP Krajský výbor
Institutions: Sdružení zdravotně postižených v ČR
Institutions: Czech Blind United

10.6.10.2. Education/employment links

The vocational training of pupils with special educational needs is similar to that of the mainstream population (including the branches of study), although with appropriate support demanded by special educational needs of pupils.

Career guidance provided for these pupils is similar to that for the other pupils (see 5.18.). In vocational guidance for the disabled also the "speciálně pedagogická centra" participate, see 10.6.10.1.

In compliance with the Act on Employment on the labour market, both disabled employees and their employers receive favourable treatment, the former in the form of tax relief and the latter in terms of employment quotas for disabled workers stipulated for employers. The percentage of disabled school-leavers who find jobs varies. Some school-leavers are very successful: the majority of students graduating from the conservatoires for visually impaired young people teach at a základní umělecká škola. Other disabled people become successfully self-employed.

The overall situation relating to the employment of disabled persons is influenced by the situation on the labour market and by the structure of jobs. The economic transformation has seen a rapid decrease in the supply of jobs involving less qualified work, which had in the past absorbed the great majority of school-leavers from upper secondary schools for mentally disabled pupils. The unemployment of school-leavers from courses for pupils with mild mental disability is much higher than of school-leavers from other courses (see 5.18.).

The transition of young people with more serious or multiple disabilities from vocational training to the labour market, however, seems to be the most difficult area of caring for the special needs population. The situation is especially complex in the area of employment of persons with disabilities. These juveniles are usually registered as long-term unemployed, or receive a disability pension and they very often remain in the care of social network.

Recently the offer of supplementary or retraining courses for school leavers organised by schools and other educational institutions has increased. This way the school leavers may acquire and establish necessary competences needed to exercise certain working activities. The disabled who do not succeed on labour market are offered a possibility to work in sheltered workshops or workplaces.

Within the social network facilities a network of daily social facilities and wards is under construction, providing the whole range of services and further education for clients with disabilities, with the opportunity to work in sheltered workshops. Another choice for clients depending to a large extent on social services is the institutionalised care. A trend is to reduce the number of clients in institutionalised care and use the system of support and mobile social service, which reduces the load of the person taking care for the disabled.

Legislation: Act on social services
Legislation: Act on employment

10.6.11. Certification

The certification of disabled pupils – including those integrated into a základní škola and střední škola střední škola, educated in separate classes or schools – is carried out in the same way as in mainstream schools (see 4.14., 5.17., 6.15.).

School-leavers of a základní škola speciální are an exception. They do not attain základní vzdělání (ISCED 2A), but základy vzdělání (ISCED 2C). After completing their compulsory school attendance, they can continue to study toward základní vzdělání in appropriate courses, or continue their education in an odborné učiliště or a praktická škola.

Pupils with more serious mental disabilities in the preparation stage of a základní škola speciální (school special-purpose facility preparing pupils in 1-3 year courses) receive a certificate of attendance for each year. This preparation is not a part of compulsory school attendance.

Studies in the courses of vocational school are completed as in other courses of střední vzdělání s výučním listem (ISCED 3C) by závěrečná zkouška (see 5.17.3.).

The training in a praktická škola ends with a final examination, a závěrečná zkouška, and the pupil receives a final certificate. School leavers acquire střední vzdělání (ISCED 2C).

Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

10.6.12. Private education

For the historical overview see 5.19.1.

Private special schools have mostly been established since 1989, often on the initiative of parents of children with severe or multiple disabilities. Due to modern methods and closer ties with health services and provisions managed by the Ministry of Labour and Social Affairs (day-care centres, protected workshops, protected workplaces) they represent a significant alternative to public special schools.

There are more private special schools than denominational ones (see 2.9.2.).

For the financing of private and denominational schools see 5.19.3.

Expensive equipment is most often procured through sponsorship.

10.7. Special Measures for Children of Immigrants

The statute of foreigners, i.e. persons who are not the citizens of the Czech Republic, is generally defined by the Act on the Residence of Aliens in the territory of the Czech Republic. The Czech law further recognises categories: applicants for granting international protection, persons having benefit from complementary protection, and asylum holders (the position of these is regulated by the Asylum Act). According to the Education Act the children of these foreigners are considered as having special educational needs. Council Resolution 2001/55/ES defines still one more category of foreigners, i.e. persons having benefit from temporary protection. Numbers of foreigners in the Czech Republic are relatively small in comparison with West-European countries (for the numbers of pupils – foreigners in the education system see 11.7.).

Since 1 January 2008, the education of foreigners will be regulated by the Education Act as follows:

Citizens of the European Union and members of their families have equal access to education and school services as the citizens of the Czech Republic.

Persons who are not citizens of the European Union have access to:

- basic education under the same conditions as citizens of the European Union, including institutional and protective care provided they reside on the territory of the Czech Republic;
- school meals and extracurricular activities provided in school facility, if they are pupils of základní škola, corresponding year of střední škola or year of conservatoires;
- secondary education and tertiary professional education, including education within institutional education and protective care, provided their residing on the territory of the Czech Republic is legitimate;
- pre-primary education, basic art education, language education and all school services provided they are entitled to legal residence on the Czech territory for more than 90 days, possibly they are persons with residence permission on the territory of the Czech Republic in order to carry out research, asylum holders, persons having benefits from complementary protection, applicants for granting international protection or persons having benefit from temporary protection;
- equal access to education is stipulated by laws and applies also to minorities and foreigners.

In December 2000 the Government of the Czech Republic adopted the Concept of Immigrant Integration in the Territory of the Czech Republic. The Concept specifies measures for integration support, target groups on whom the measures are focused, tasks of individual ministeries and other bodies and institutions in the area of integration of foreigners. The Concept is focused on foreigners from third countries who reside temporarily under long-term visa or who have a permanent residence in the territory of the Czech Republic. The coordinator of the Concept is the Ministry of Labour and Social Affairs.

To help asylum holders and persons having benefit from complementary protection to integrate to the society, the State Integration Programme has been formed. The Ministry of Education, Youth and Sports is responsible for preparing conditions to acquire knowledge of the Czech language by free language course (see 7.10.3.).

Regional authorities provide free Czech language teaching for children in compulsory schooling in the Czech Republic whose parents are citizens of other EU member states. They also support the teaching of their mother tongue and instruction in the culture of their country of origin, possibly in cooperation with countries of origin. Regional authorities ensure in-service teacher education for this purpose.

Pupils can be provided with language training at any time during their schooling on the basis of a request of the pupil's legal guardian to the school head. Action is required within 30 days from the request at the latest.

Language classes have a maximum of 10 pupils. The total duration of language training is at least 70 lessons over a maximum of 6 months of schooling. The content and methods of teaching take into account the needs of individual pupils. In principle, the content is determined by the Framework Educational Programme for Basic Education. After completing their language training, pupils receive a certificate.

Factors taken into consideration in placing children of foreign citizens into schools include the level of their previous education, their knowledge of Czech and their age.

Knowledge of the Czech language is taken into consideration when pupils who are not citizens of the Czech Republic and are attending compulsory school in this country are assessed, particularly in the case of Czech language and literature, during three successive semesters after they begin attending a Czech school.

If foreigners have already studied abroad, they are exempted from entrance examination in Czech language during admission procedures at a střední škola or vyšší odborná škola. A working knowledge of Czech sufficient for education is verified by conversation.

Children of applicant for international protection usually attend schools in the asylum facilities. Children who are of pre-school age and children outside of their school lessons can attend children centres which form the part of asylum facilities and serve partially as mateřská škola.

Unaccompanied children of foreign citizens are a new phenomenon. In 2006 the Strategy of the Care for Endangered Children and Children Living Outside of their families has been prepared and approved. A new diagnostic and boarding facility has been opened for them – Facility for Child-Foreigners.

The Ministry of Education, Youth and Sport annually announces the themes within the Concept of the Integration of Foreigners on the Territory of the Czech Republic and on the basis of the Updated Plan of Integration Policy of the MEYS for the period 2004-2006 for projects which are financed from state budget on the basis of Government resolutions. These are:

- Projects towards the support of multiculturalism in the education of children and young people;
- Projects supporting the teaching of Czech as a foreign language;
- Studies focusing on problems in the education of foreign migrants.

Legislation: Regulation of the minister of education, youth and sports on assurance of Czech language courses for people in asylum
Legislation: Act on asylum and amendments to Act No. 283/1991 Col., on the Police of the Czech Republic as amended
Legislation: Act on the residency of aliens in the territory of the Czech Republic and amendments of some acts

Legislation: Act on rights of racial minorities members and amending some Acts
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)

Bibliography: Cizinci v České republice

Institutions: Ministry of Labour and Social Affairs
Institutions: Refugee Facility Administration of the Ministry of Interior of the Czech Republic

10.8. Statistics

Subchapters comprises data on proportion of pupils with special educational needs in population, on their integration into mainstream education and on their separated education, and on number of guidance services. Further data on foreigners are included.

Bibliography: Statistická ročenka školství 2006/2007. Výkonové ukazatele
Bibliography: Vývojová ročenka školství v České republice 2001/02-2006/07

Institutions: Institute for Information on Education

10.8.1. Number of pupils with special needs education in school population

Number of pupils with special needs education in school population – pupils of the mateřské školy**,** základní školy **and** střední školy

	2005/06	2006/07	2007/08
Population 3-18 years	1 727 550	1 693 245	1 664 841
Number of pupils individually integrated in mainstream schools	51 235	46 075	42 497
- proportion of these pupils in population of 3-18 (in %)	3.0	2.7	2.6
Number of pupils in special classes of mainstream schools	13 534	12 642	19 357
- proportion of these pupils in population of 3-18 (in %)	0.8	0.75	1.2
Number of pupils of schools for pupils with special educational needs*	57 727	55 491	44 777
- proportion of these pupils in population of 3-18 (in %)	3.3	3.3	2.7

Source: Institute for Information on Education

* Including pupils without disability.

10.8.2. Pupils with special educational needs integrated into mainstream education

Pupils with special educational needs integrated into mainstream education (mateřské školy**,** základní školy**,** střední školy**)**

	2005/06	2006/07	2007/08
Total number of integrated pupils*	64 769	58 717	61 854
- individually integrated	51 235	46 075	42 497
- in special classes of mainstream schools	13 534	12 642	19 357
Mateřské školy			
individually integrated	1 515	1591	1 683
- in special classes of mainstream schools	3 706	3 821	3 879
Základní školy			
individually integrated	45 556	39 982	36 085
- in special classes of mainstream schools	9 806	8 574	8 961
Střední školy			
individually integrated	4 164	4 502	4 729
- in special classes of mainstream schools	22	0	6 517

Source: Institute for Information on Education

* For the střední školy only the day form of education is included.

10.8.3. Schools only for pupils with special education needs

Pupils at schools for pupils with special education needs (including pupils without disability)

	2005/2006	2006/2007	2007/2008
Number of pupils	57 727	55 491	44 777
In it:			
at mateřské školy	3 721	3 402	3 249
at základní školy	34 899	34 264	32 030
at střední školy providing střední vzdělání s maturitní zkouškou	1 592	867	868
at střední školy providing střední vzdělání s výučním listem	15 752	15 212	7 155
at střední školy providing střední vzdělání	1 763	1 746	1 475

Source: Institute for Information on Education

* Including only the day form of education (other forms of education are not provided in střední školy for pupils with special educational needs); including also the post-secondary education nástavbové studium).

Glossary terms used in Table: mateřské školy, základní školy, střední školy, střední vzdělání s maturitní zkouškou, střední vzdělání s výučním listem, střední vzdělání, nástavbové studium

10.8.4. Pupils of schools for pupils with special education needs by a type of a handicap

Pupils of schools for pupils with special education needs by a type of a handicap (in the mateřské školy **,** základní školy **and** střední školy **for these pupils)**

	2005/06	2006/07	2007/08
Number of pupils in schools for pupils special educational needs	57 727	55 491	44 777
Disabled pupils	53 669	52 572	42 340
of which:			
mentally disabled pupils	39 809	38 061	29 164
hearing impaired pupils	1 288	1 259	1 230
visually impaired pupils	880	943	863
pupils with speech impairments	2 312	2 566	2 367
physically disabled pupils	1 196	970	870
several impairments	4 970	4 869	4 948
pupils with developmental difficulties	2 579	3 170	2 080
autism	635	734	818

Source: Institute for Information on Education

Note: Including only the day form of education (other forms of education are not provided in the střední školy for pupils with special educational needs).

10.8.5. Number of pupils with special educational needs integrated into a mainstream education

Number of foreigners in mateřské školy and základní školy 2007/2008

	Mateřské školy					Základní školy				
			Foreigners					Foreigners		
	Children / Pupils	% of total	Permanent residence	Temporary residence	Asylum holders*	Children / Pupils	% of total	Permanent residence	Temporary residence	Asylum holders*
Total	291 194		2 471	564	42	844 863		9 234	3 492	233
Czech republic	288 116	98.9	0	0	0	831 900	98.5	0	0	0
Foreigners total	3 078	1.1	2 471	564	42	12 963	1.5	9 234	3 492	233
From EU countries	772	0.3	529	242	0	3 306	0.4	2 197	1 107	0
- of which from Slovakia	471	0.2	304	167	0	2 455	0.3	1 560	895	0
From other European countries	982	0.3	803	159	20	4 703	0.6	3 234	1 392	77
From other countries	1 324	0.5	1 139	163	22	4 954	0.6	3 803	993	156

Source: All data from Institute for Information on Education

* Asylum seekers and asylum holders.

Note: Children without a stay permission are included in the total number.

10.8.6. Institutional education

School facilities for institutional education or protective care and children placed in them (2007/2008)

	Total	Dětský domov	Dětský domov with school	Výchovný ústav	Diagnostical institute
Number of facilities	230	155	28	33	14
Number of children	7 427	4 618	674	1 430	705
- before starting CSA*	384	343	0	26	15
- completing CSA*	4 097	3 000	607	48	442
of which younger than 15	3 261	2 489	373	25	374
- after completing CSA*	2 946	1 275	67	1 356	248
of which at the střední škola in the facility	976	104	7	865	0
of which at the střední škola outside the facility	1 416	1 063	45	238	70
of which at the vysoká škola or vyšší odborná škola	42	40	1	0	1
of which the others**	512	68	14	253	177
Disabled pupils	3 663	2 067	563	769	264
in % of total number of children	49.3%	44.8%	83.5%	53.8%	37.5%
in it with mental disability	1 813	1 233	226	243	111
in it with developmental difficulties***	1 221	345	322	416	138
Children/facility	32.3	29.8	24.1	43.3	50.4
Number of bedrooms	2 499	1 487	291	535	186
Children/bedroom	3.0	3.1	2.3	2.7	3.8
Number of groups	-	624	115	177	92
Children/group	-	7.4	5.9	8.1	7.7

* CSA – compulsory school attendance.

** Employed, attending a retraining course, placed in the diagnostical class of a facility or others.

*** It concerns problems in learning and behaviour including serious and extreme behaviour problems (children with extreme and serious behaviour problems are not placed in common dětské domovy).

Glossary terms used in Table: dětský domov, výchovný ústav, střední škola, vyšší odborná škola, vysoká škola

10.8.7. Guidance services

Number of guidance services

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Pedagogicko-psychologické poradny	93	85	85	70	59	54
Speciálně pedagogická centra	103	102	101	100	100	100

Source: Institute for Information on Education

Note: The numbers do not include the detached offices.

Glossary terms used in Table: pedagogicko-psychologické poradny, speciálně pedagogická centra

11. THE EUROPEAN AND INTERNATIONAL DIMENSION IN EDUCATION

Co-operation within Europe and the European dimension have been gaining ground in Czech society and particularly in Czech schools since 1989, when fundamental socio-political changes took place. The signing of the Association Agreement between the European Union and then the Czech and Slovak Federal Republic in 1991 was of great significance. Increasing European orientation culminated in 1996, when the Czech Republic submitted an application to join the European Union. The Additional Protocol to the European Agreement, which made participation of the Czech Republic in European communities educational programmes possible in 1995, at first within the preparatory period and since 1997 as a full member, was very important for educational sphere. The Referendum on joining the European Union that was held in June 2003 made it possible to complete the process of joining the EU and the Czech Republic became a member in 2004. This political process and its reflections in education politics are described in detail in sections 11.3. National Policy Guidelines/Specific Legislative Framework and 11.4. National Programmes and Initiatives. Incorporating the European Dimension into educational and study programmes is dealt with in section 11.5., section 11.6. contains information on mobility of pupils, students, teachers and academics, section 11.1. provides a detailed overview on the history of international cooperation, and section 11.2. on ongoing discussions.

11.1. Historical Overview

From the very beginning of the independent Czechoslovak state (1918) international co-operation was on a contractual basis. A number of bilateral cultural agreements were concluded. On the basis of these agreements, Czech pupils and students studied at schools and universities abroad, Czech teachers worked in foreign countries, and students from abroad came to study in Czechoslovakia and foreign experts worked here. In some cases a tradition was established that has continued until the present. Co-operation with France in the education of Czech secondary school students at the Dijon lycée could serve as a good example of this. After World War Two and especially since 1948, international co-operation was directed prevailingly towards people's democracies or socialist states. There were some opportunities to study at schools and universities in capitalist states (France, Italy, the USA), but they were very limited.

In November 1989 the European arena opened the door to the Czech Republic. The Civic Forum Programme Statement stressed that this country must strive to gain a dignified place in Europe, to be involved in European integration and to do its best to implement the idea of a European home. From 1990, the diplomatic and political activities of Czechoslovakia led to a speedy reorientation towards European structures. The adoption of the European Cultural Treaty in 1990 enabled Czechoslovakia to take part in activities of the Council of Europe in the areas of education, youth, sport and art education. The Association Agreement between the Czech and Slovak Federal Republic and the EU was signed in December 1991.

The European focus has developed rapidly since the foundation of the Czech Republic (1 January 1993). In June 1993 the Association Agreement was divided into two: one for the Czech Republic and the other for the Slovak Republic. The agreement came into force in February 1995. The Czech Republic applied for European Union membership on 17 January 1996 and became member of the European Union on 1 May 2004.

Communication on European Affairs

To inform the public on the European matters in the period prior to the entry of the Czech Republic to the European Union was part of the communication strategy that had fallen under the responsibility of the Ministry of Foreign Affairs since 1997. Based on its experience with the campaign before the referendum, an analysis of the population’s interest as well as its information needs, and cognizant of the experience of other countries, the Ministry of Foreign Affairs created a Communication Strategy for the Czech Republic after its entry into the European Union. In May 2005 the Government approved the

Communication Strategy for Providing Information to the Public about the Treaty establishing a Constitution for Europe. By the resolution No. 915 of 13 July 2005 the Government approved the Concept for Providing Information on European Affairs. Based on this Concept, a range of activities started with the aim of launching a nationwide debate on the EU and ensuring the on-going provision of public information through building an information infrastructure. (See further 11.3.) The concept identified nine thematic circles and chose four communication priorities for 2005:

- Membership of the Czech Republic in the EU – impact of the membership on areas of economics, law, and quality of life;
- Debate on the future of Europe – Treaty establishing a Constitution for Europe, the Lisbon process, the EU enlargement and other topics connected with the future of the European Union;
- A Portal for European money – the system of European funds, possibilities of spending funds and current results of their use in the Czech Republic;
- The EU in schools – an effort to make information on the EU accessible in schools.

In December 2005, the government approved new topics for 2006. Two of the four priorities mentioned above remain: the Future of Europe and the EU into schools project, but the government also focused on safety problems. The topic Secure Europe encompassed such areas as the Czech Republic joining the Schengen system, Common Foreign and Security Policy, and good practice in introducing European models of police work in the Czech Republic.

European educational programmes

Czechoslovakia first became involved in European Union Programmes in education in September 1990 through the PHARE programme (Poland and Hungary Assistance for the Restructuring of the Economy), which was launched as an aid programme of the European Union for Central and Eastern European countries, covering various areas. In the initial years the main programme was TEMPUS (a Trans-European Co-operation Scheme for Higher Education), and from 1992 to 1999 the PHARE-RES (Renewal of the Education System) Programme and the PHARE-VET (Vocational Education and Training) Programme. The additional protocol to the European agreement on launching European Union programmes in the associated countries, encompassing Socrates, Leonardo da Vinci and Youth for Europe, was signed by the Czech Republic in 1995 (in effect since 1 February 1996). In 2000-2006, the Czech Republic continued to participate in Socrates II, Leonardo II and Youth EU programmes, since January 2007 it has continued in the Lifelong Learning and other programmes (see 11.4.2.).

Co-operation between Central and Eastern European countries in research and development started in 1991. The INCO-COPERNICUS Programme launched at the end of 1995 followed the PECO Programme (since 1992) and the COPERNICUS Programme (from 1994). These programmes foster research and development in Central and Eastern European countries and their orientation towards socio-economic needs, which is of prime importance for the successful completion of their economic transformation. In 1999 the Czech Republic became a full associate of the 5th European Union Framework Programme for research and development, including the EURATOM programme.

The European and international dimension in curricula

Since the formation of Czechoslovakia, knowledge of the world, of Europe, and of education for international understanding had been a normal part of the curriculum, but they were marked by political and ideological circumstances. The European dimension in today's interpretation was incorporated into instruction at all levels of education after 1989 and it was formally included in new official documents as they were published: for the pre-primary level into the Framework Educational Programme for Pre-primary Education in 2001 (see 11.5.1.), for compulsory education into the Standard for Basic Education in 1995 and 1997 (see 11.5.2.), for upper secondary general education into the Standard of Education in a four-year gymnázium in 1996, and for upper secondary technical education into the Standard of Secondary Vocational Education in 1998 (see 11.5.3.).

A significant incentive for introducing the European dimension was National Programme for the Development of Education in the Czech Republic, called the White Paper (2001). In this document, the following objectives concerning the content of education were formulated:

- the need to be able to communicate in two languages,
- education in tolerance, understanding and respect for other nations, races and cultures,
- the introduction of new topics: European integration and multicultural education,
- the goals of and reasons for European integration.

These objectives were fully incorporated into the curricular reform that is laid down in the new Education Act, which came into force in January 2005.

The Framework Educational Programme for Pre-primary Education was prepared in 2004 (see 3.10. and 11.5.1.). The Framework Educational Programme for Basic Education was tabled for wide discussion at the beginning of 2004 and approved in August 2004 (see chapters 4.10.1. and 11.5.2.). The Framework Educational Programme for gymnázia was approved in 2007 (see 5.2. and 11.2.).

Legislation: The Europe agreement establishing an association between the European Communities and their member states, on the one side, and the Czech Republic, on the other side

Bibliography: National Programme for the Development of Education in the Czech Republic. White Paper
Bibliography: Národní program rozvoje vzdělávání v České republice. Bílá kniha

11.2. Ongoing Debates and Future Developments

European and international dimension in curricular documents

In the last few years, a curriculum reform has been prepared which leads to new programmes for education pupils aged between 3 and 19 years. The programmes stipulated the binding framework of education and determine the standard of educational content for a given stage of education. The Framework Educational Programmes for Pre-primary and Basic Education have been worked up in the form of a school educational programme.

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The Framework Educational Programme for gymnázium had been under preparation since 2003; it was approved in July 2007. On its basis schools currently prepare their school educational programmes, which they sill start to use in September 2009 (see 5.2.). This Framework Educational Programme is linked with the Framework Educational Programme for Basic Education in terms of content and structure. It includes teaching to think in European and global relations as one of its cross-curricular themes. It takes up the existing educational and life experience of pupils, enriches, deepens, and systematizes knowledge of European and global processes, and strengthens the value of upper secondary general education. Proposed thematic circles are: Globalisation and developmental processes, Global problems, their causes and consequences, Humanitarian aid and international developmental assistance, We live in Europe, Education in Europe and the world.

Framework educational programmes are prepared also for upper secondary vocational education. Requirements for the content and outcomes of education are divided between general education and vocational education in a given field. One of the cross-curricular themes, which are now considered socially significant and preferred and therefore should run through the whole educational programme, is Citizens in the democratic society, which embraces among other things the European dimension.

Bibliography: Rámcový vzdělávací program pro gymnázia

11.3. National Policy Guidelines/Specific Legislative Framework

Legislative framework

The conclusion of the Europe Agreement establishing an association between the European Communities and their Member States, on the one hand, and the Czech Republic on the other, was

the starting point for the introduction of the European dimension into the Czech educational system (the Final Act was signed in Luxembourg on October 4, 1993, European Council and Commission Decision No. 94/910/ECSC, EC, Euratom of December 19, 1994 about the conclusion of the Europe Agreement). The Parliament of the Czech Republic approved the Agreement and it was ratified by the President. It then came into force on February 1, 1995.

Participation of the Czech Republic in Community programmes in the period 1997-1999 was ensured by the Council Decision on the Czech Republic – EU Accession adopted of September 30, 1997 (97-655 EC) on the adoption of conditions for the Czech Republic's participation in the Community programmes for education, training and youth. Participation in Community programmes from 2000 to 2006 was confirmed by the Council Decision of the Czech Republic – EU Accession No. 2/2000 of August 31, 2000 (Socrates II, Leonardo II) and by the Council Decision of the Czech Republic – EU Accession No. 3/2000 of 16October 2000 (Youth). The Czech Republic accepted general terms of participation in Community programmes by the Council Decision on association 2/2002 of 27 March 2002.

The communication strategy on European affairs has been developed on the basis of several resolutions of the Czech government since 1997. By the resolution No. 820 of 18 July 2007, the government approved the Revision of the Concept of Information on European Matters in the Czech Republic and proposal of communication priorities of the Government for 2007, imposed by the Government resolution No. 1658 of 21 December 2005 related to the preparation of the Czech presidency of the EU Council in 2009.

Principles for education of foreigners and for recognition of education abroad are included for the primary, secondary and partly tertiary vyšší odborné vzdělání levels in the Education Act, for the higher education level in the Act on Higher Education Institutions.

Participation in international activities

The Czech Republic joined the Parisian "Joint declaration on harmonisation of the architecture of the European higher education system" (the Sorbonne Declaration, 1998), and in June 1999 the Czech Republic, together with 29 other European states, adopted the so-called Bologna Declaration. Its objective is to create a European Area of Higher Education and to promote European higher education in the world. Conferences of ministers became milestones of further development.

Czech vysoké školy are taking an active part in the Bologna process. Current developments in both Bologna and Lisbon processes are incorporated in principal strategic documents – the Concept of higher education reform in the Czech Republic (2004) and its Update (2005), detailed in the Long-Term Plan for Educational, Scientific, Research, Development, Artistic and Other Creative Activities of Higher Education Institutions for 2006-2010 and in all annual updatings. Implementation of the Long-Term Plan is financially supported from Development Programmes of the Ministry of Education (see 11.6.1.).

Most of the study programmes have been restructured; since 1 January 2006 all students have received the Diploma Supplement automatically and free of charge, discussions on credit systems are under way (see 6.13.2.). The Ministry of Education, Youth and Sports informs the large public on the Bologna process and its implementation on the special website www.bologna.msmt.cz.

From the last conference (London 2007) follows that the priority for the Czech Republic for the next period is work on the National Qualifications Framework for tertiary education, which will be in accordance with the European one, and a devised model of external assessment based on accepted standards will be implemented at the national level. Furthermore a strategy for improvement of social conditions of students and a report on support of mobility and elimination of barriers which discouraged it so far will be prepared.

The Czech Republic has been involved in the implementation of objectives and tasks of the Lisbon process. The Lisbon process has been monitored more systematically and in detail since the beginning of 2003. At the end of 2002, Czech representatives participated in the activities of the European Commission working groups. The Ministry of Education, Youth and Sports drew up documents for the fields of education, research and development, which specified the objectives of the Lisbon process in greater detail and recorded the state of implementation of tasks in these fields. The Ministry of Education, Youth and Sports informs the large public on the implementation of the Lisbon process on the special website www.et2010.cz. An important instrument for the development of the European

dimension is the eLearning programme of the European Union, the Czech Republic has gradually taken part in. In 2002, the Czech Republic joined the European Schoolnet.

In 2005, the Ministry of Education, Youth and Sports continued preparations for its participation in programmes of aid from EU Structural Funds, especially from the European Social Fund, and for their effective utilization in the field of education based on fundamental documents of the Czech Republic for using resources of the European Social Fund in the field of education in 2004-2006, namely the Operational Programme for Human Resources Development (OP HRD, a programme for the whole Czech Republic except Prague) and the Single Programming Document for Objective 3 of NUTS II Capital City of Prague (SPD 3, for Prague region only), which were approved by the European Commission in 2004. These supported measures are followed by the Operational Programme Education for Competitiveness for the period 2007-2013, approved by the European Commission in October 2007.

In the area of mutual recognition of evidence of formal qualifications, the Czech Republic has subscribed to the 1953 European Convention on the Equivalence of Diplomas leading to Admission to Universities as well as subsequent conventions including the Convention on the Recognition of Qualifications concerning Higher Education in the European Region done in Lisbon 1997. In addition to these multilateral agreements there are special bilateral ones. The function of a European National Information Centre, ENIC, for purposes of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region is carried out by the Centre for Equivalence of Documents about Education within the Centre for Higher Education Studies (see http://www.csvs.cz/). The Centre also includes the Czech National Academic Recognition Information Centre – NARIC, which is integrated into the NARIC Network associating centres of EU and EFTA countries and centres of candidate states. For details on the ENIC-NARIC Network see http://enic-naric.net/.

The Czech Republic has implemented the European Outline Convention on Transfrontier Co-operation between Territorial Communities or Authorities, which was adopted by the Council of Europe in Madrid, on May 21, 1980, and bilateral agreements concluded with the governments of neighbouring states on cross border co-operation. Thirteen associations have already come into being under these agreements (Nisa, Labe, Krušnohoří, Ergensis, Šumava, Glacensis, Těšínské Slezsko, Praděd, Beskydy, Silesia, Bílé Karpaty, Pomoraví, Silva Nortica) and they also encourage international co-operation in education.

The Czech Republic is a member of leading international organisations.

UNESCO

Czechoslovakia was one of the founding members of both the United Nations Organisation in 1945 and UNESCO in 1946. The Czech Republic became a member of UNESCO on 22. 2. 1993, almost immediately after coming into existence. The Czech National Commission for UNESCO was established by the government resolution of 1. 6. 1994 and serves as a governmental advisory body. The Commission’s main task is to facilitate the relations of Czech institutions and experts with UNESCO. For the activities and constitution of the Commission, see www.mfa.cz.

One significant UNESCO project is the worldwide UNESCO Associated Schools Project, which Czechoslovakia joined in 1966 and has become increasingly involved in since 1990. The schools focus on environmental protection and the defence of human rights. Information on those schools’ activities in the Czech Republic can be found on www.skoly-unesco.cz.

Council of Europe

The Czech Republic as an independent state became a member of the Council of Europe on June 30, 1993 and from the very beginning has taken a substantial part in a range of the Council's activities. The Czech Republic has seen the projects marked by the Council of Europe as a priority in the field of education at all levels. A great emphasis was put on preparation of the "European Year of Languages 2001" declared by the Council of Europe in co-operation with the European Union. In April 1995, the Czech Republic subscribed to the Partial Agreement of the Council of Europe on the establishment of the European Centre for Modern Languages in Graz, Austria. The Centre's objective is to implement language policy in the field of foreign language teaching and learning. It organises meetings of language policy makers, experts in didactics and methodology of modern language teaching, teacher trainers, authors of textbooks and other experts from this field. The Czech Republic has a

representative in the Governing Board which enables the Czech Republic to play an important part in developing the Centre's activities. Czech experts participate in all activities that are open to them. For detailed information on the Centre's work as well as an extensive documentation, see the website http://www.ecml.at. Since the 1992/93 academic year, schools have become involved in the activity "Europe at School", which is organised under patronage of the Council of Europe. More information on this action is available on http://www.evropaveskole.cz.

OECD

The Czech Republic has been a member of the OECD since 1995. The membership allows it to take part in multilateral co-operation of OECD member states, also in the area of education. Representatives of the Ministry of Education, Youth and Sports are in the Education Committee, in the Governing Board of the Centre for Educational Research and Innovation (CERI) and in the programme on Institutional Management in Higher Education (IMHE). For a long time, the Czech Republic has been involved in the two following activities in the field of education: the programme of Indicators of Education Systems (INES), which aims first of all to make a quantitative comparison between all member states and in many cases with non-member countries too, and the Programme for International Student Assessment (PISA), which aims to survey the knowledge and skills of 15-year-olds in their mother tongue, mathematics and science subjects. More about the involvement of the Czech Republic in the programme is available on the website http://www.uiv.cz/. In 2004, the Czech Republic started to participate in the project Thematic Review of Tertiary Education, which is planned to last till 2007 and in which 22 countries have taken part. In 2007 OECD prepared a comparative study "Synthesis Report" where individual countries would be compared within different topics. For more information on the Czech Republic involvement in the project see chapter 6.2. and the website www.csvs.cz.

Visegrád group

The Visegrád group is important for international co-operation in the region. The group was formed on February 15, 1991, when the Presidents of Czechoslovakia, Poland and Hungary signed a declaration on mutual co-operation in the full restoration of state sovereignty, liquidation of the remains of the totalitarian regimes, the creation of a modern market economy and integration into European structures. Regular contacts were gradually established between some ministries. A new impetus to activities came in autumn 1998 when Slovakia also became a member of the Visegrád group (V4). Information on the Visegrád group development and on current meetings of representatives of V4 countries is available on the website http://www.visegradgroup.eu/. Within the framework of the Visegrád group, the International Visegrád Fund was established in 2000 to promote activities in area of education, science and research, culture, cross-boarder co-operation and tourism support. (See 11.4.2. and 11.6.1.)

Legislation: The Europe agreement establishing an association between the European Communities and their member states, on the one side, and the Czech Republic, on the other side
Legislation: Communication of the Ministry of Foreigh Affairs Resolution of the ČR - EU Accession Council on the participation in the Community Action Communication of the Ministry of Foreign Affairs Resolution of the ČR - EU Accession Council on the participation in the Community Action Programmes in the field of employment, education and training
Legislation: Communication of the Ministry of Foreigh Affairs establishing Decision No. 5/1998 of the EU Accession Council between the European Communities and their member states, on one side, and the Czech Republic, on the other side, in relation to the financial contribution of the Czech Republic

Bibliography: Dlouhodobý záměr vzdělávací a vědecké, výzkumné, vývojové, umělecké a další tvůrčí činnosti pro oblast vysokých škol na období 2006-2010
Bibliography: Národní Lisabonský program 2005-2008. Národní program reforem České republiky

Institutions: Europe at School, National Children and Youth Institute MEYS
Institutions: Ministry of Education, Youth and Sports
Institutions: Centre for Equivalence of Documents about Education (CEDE), Centre for Higher Education Studies (CHES)
Institutions: Česká komise pro UNESCO

11.4. National Programmes and Initiatives

Communication strategy on European Affairs

One political document that is focused on issues connected with the Czech Republic's memberships of the European Union and has an immediate impact on integrating the European dimension in education at all levels as well as in adult education is the Concept of Information on European Affairs approved by the Government in June 2005 and its revision of July 2007(see 11.1., 11.3. and 11.5.6.).

One of the priorities mentioned in the Concept is the project "EU into Schools", which aims to increase the level of information provided to the teacher – student – parent target group on current EU issues, and to build an ongoing basis, for deeper knowledge and orientation in European issues starting from a younger age. An analysis of the current situation of teaching about the EU was conducted at the základní škola and the střední škola in 2005: a one-off monitoring of information resources, teaching aids, content and form of instruction and needs of basic and secondary school teachers in the field of education about the EU. The survey was focused on three main areas: resources and aids available to teachers for teaching about the European Union; what and how teachers teach about the EU, and how they assess the situation in the two areas themselves. The survey was executed by the Scio Company, o. p. s. through an electronic questionnaire. The survey revealed that searching for latest information on the EU depends on the teacher's initiative, the EU is taught as a "socio-historical fact", not as a developing community, for drawing information obsolete sources, ad hoc prints (bulletins, brochures), TV programmes (with a high rate of selectiveness) are used. There is not a confidence in new dynamic methods (e-learning, web portals). Selected results are available on the website www.euroskop.cz. Selected results are available on the website www.euroskop.cz.

On the basis of the results of the analysis, projects are implemented in co-operation with the Office of the Government of the Czech Republic and the Ministry of Education, Youth and Sports, which make the teaching of European issues to the above-mentioned target group both easier and better. Activities focus on providing concrete methodologies, guidelines and procedures which facilitate teachers easy and efficient implementation of the EU topics from framework educational programmes into school educational programmes. Special attention is paid also to in-service training of teachers in European matters.

For projects realised in 2006/07 see 11.5.5.

National Programme for the Development of Education

The National Programme for the Development of Education in the Czech Republic, known as the White Paper, is an important political document based on analysis and assessment of the Czech educational system carried out between 1995 and 2000 (see also 11.1.). European and international co-operation in education is an important part of the document. It focuses primarily on international activities in the field of education in connection with efforts to achieve full membership in the European Union, to continue co-operation with the Organisation for Economic Co-operation and Development, the Council of Europe, and the United Nations Organisation/UNESCO. The White Paper also deals with selected activities pursued in regional and bilateral co-operation. At the end of the Chapter on European and international co-operation in education, (Part I, Chapter 5), there are the following recommendations:

- To consistently implement the commitments in the field of education resulting from the Czech Republic's preparation for accession to the European Union, and to create an organisational and personnel basis for the future use of EU structural funds.
- To stimulate the activities of individuals and educational institutions in relation to participation in EU educational programmes, to encourage activities of agencies that ensure their implementation, and to increase financial support earmarked for final users in order to further deepen co-operation and mobility.
- To use the conception approaches of the OECD as far as possible, while directing the development of education to stimulate the creative and innovative activities of managerial and educational staff and to take part in selected comparative analyses.
- To encourage the development of co-operation with the Council of Europe in education for democratic citizenship and social cohesion, multicultural education, minority education

(especially the Roma minority), and foreign language teaching.
- To ensure that significant international documents, the conclusions of meetings of important intergovernmental committees, comparative surveys and studies are freely accessible and to apply them consistently in the education of managerial and educational staff and in research & development activities connected with education.

The responsibility for foreign relations in the education, youth and sport sector rests with the Ministry of Education, Youth and Sports. The Ministry's activities are based on resolutions of the Government of the Czech Republic, on the principles of its foreign policy, on international agreements and on contacts made with respective ministries and other subjects abroad. The aims included in the White Paper are concretised in the Long-term Plan of Education and the Development of the Education System (see 2.6.1.1.) and in the Long-term Plan of the Educational, Scientific, Research, Developmental, Artistic and Other Creative Activities of Higher Education (see 2.6.1.2.).

National Plan for Foreign Language Teaching

With the aim to create conditions for development of foreign language competences of people the Ministry of Education, Youth and Sports prepared the National Plan for Foreign Language Teaching, which the Government approved in 2005. It identifies several guidelines: to assure sufficient number of qualified language teachers and their permanent in-service training, disseminate and apply modern teaching methods, prepare teaching materials in print and in multimedia form, use ICT for implementation of distance forms of language learning through e-learning, make language learning available to disadvantaged people by "language vouchers" and assure sufficient funds. It contains the Action Plan of foreign language teaching for years 2005-2008 that includes backgrounds and tasks for individual educational level, for adult education, for in-service teacher training, and for research and innovation in foreign language learning. Part of the National Plan is priorities of particular activities and forms of their financing. The National Plan is harmonised with the recommendations, documents, and projects in language policies of the Council of Europe and the European Union (Action Plan 2004-2006 of the European Commission for Promotion Language Learning and Linguistic Diversity, CLIL, Common European Framework of Reference for Languages, European Language Portfolio). The mobility of pupils and students and the use of European educational programmes are stressed for every educational level. Many projects should be carried out with the support of the European Social Fund. Since 2005 in-service training of foreign language teachers has already been organised.

Bibliography: National Programme for the Development of Education in the Czech Republic. White Paper
Bibliography: Národní program rozvoje vzdělávání v České republice. Bílá kniha

11.4.1. Bilateral programmes and initiatives

The Czech Republic has concluded more than 100 bilateral international agreements on cultural co-operation, including some in the field of education. These agreements are concluded for an indefinite term, as with agreements on the mutual recognition of proof of the level of education reached. Cultural agreements are complemented by executive documents, which outline the forms and conditions of co-operation in concrete terms. The numbers of students, duration of study visits and financial compensation are stated in the agreements. Within these agreements, the same rules are applied to foreign students studying in the Czech Republic as to Czech students (see 6.6.2. and 11.6.1.). Study places are awarded on a competitive basis. International contracts of a sectoral nature are concluded for a fixed period and for a concrete area of co-operation. These are particular contracts focused on teaching selected subjects in foreign languages at the gymnázia (e.g. agreements with Belgium, France, Spain, Austria, and Italy).

In 2007/08, agreements and protocols on co-operation in the field of education were in force between the Czech Republic and the following countries: Belgium (Flemish Community, French Community), Estonia, Finland, France, Greece, Hungary, Ireland, Italy, Cyprus, Lithuania, Latvia, Luxembourg, Germany, Malta, the Netherlands, Norway, Poland, Austria, Romania, the Russian Federation, Slovenia, Spain, Ukraine and United Kingdom. The agreement and protocol on co-operation in the field of education with Slovakia is broader in scope because of the historical links between the two countries. In addition, agreements have been concluded with several Asian, African and American

states.

An example of distinctive bilateral co-operation is the agreement between the Ministry of Education, Youth and Sports of the Czech Republic and the Ministry of Education of Saxony (Germany) on a two-nation bilingual educational cycle at the Friedrich Schiller secondary general school in Pirna (Germany), which started in the 1998/99 academic year. The course is intended for pupils from the seventh to twelfth years and has two streams: linguistic (Czech and German languages) and mathematical-scientific. Teaching is in one class with 15 Czech and 15 German pupils. The course ends with a final examination that is recognised in EU countries. The costs of study are covered from state funds of the Czech Republic and Germany.

The activities of Coordination Centres for Czech-German Youth Exchange – Tandem are another example of bilateral cooperation. The Coordination Centres have been in existence since 1997 in Plzeň and Regensburg based on an international agreement between the Czech Republic and Germany. Their aims include providing governmental and nongovernmental organisations that organise Czech-German exchanges of young people, pupils and students with counselling services, encouraging new forms and fields of co-operation and exchange, stimulating exchange projects and assisting involved institutions (schools, organisations, youth initiatives) in deepening mutual contacts. For more details on activities see http://tandem.adam.cz.

Scientific and technical co-operation is also the subject of bilateral intergovernmental agreements. Almost a hundred of such agreements were in force in 2007/08.

One example of this co-operation is AKTION, a joint programme of the ministries of education of the Czech Republic and Austria. The AKTION programme was established in 1992 with the aim of promoting co-operation in education and science in the tertiary sector. In May 1997, a programme of scientific and technical co-operation between the Czech Republic and Austria was affiliated to the AKTION programme. The AKTION programme seeks to develop long-term bilateral co-operation in research and education in all scientific disciplines. The focal point of support is projects that are relevant to the current development of both countries and their historical roots, as well as projects which cannot be financed from other resources. The AKTION programme supports exchanges of students and young scientists through providing grants for study visits and research fellowships in the other country and for participation in summer language and technical schools. Details are available on the Internet address www.dzs.cz/aktion.

Within the Government programmes of bilateral co-operation a programme between Flanders and the Czech Republic was signed in February 2006 for a period of 2006/2007 (with a plan to prolong it for another period) with the aim to support development of state administration and self-government. In education and training the priorities are to support education and exchange of experiences focused on strengthening of public administration and self-government between regional and local administration in cities and communities, support of educational programmes in all sphere of environment for all levels of public administration and self-government. Details are available on the website of Centre for Foreign Support of the Ministry of Finance (www.mfcr.cz/cps).

11.4.2. Multilateral programmes and initiatives

European Educational Programmes

The Czech Republic makes particular use of educational programmes and initiatives organised by the European Union within the Lifelong Learning programme (since 2007). The programmes are under the auspices of the Ministry of Education, Youth and Sports.

The National Agency of Educational Programmes which was established on 1st January 2007 is responsible for the implementation of the programme Lifelong learning. It covers also the programmes Erasmus Mundus, Tempus, European Language Label, eLearning, eTwinning, European Economic Area – Financial Mechanisms/Norway, National Resource Centre for Vocational Guidance – Euroguidance. Details are available on the Internet address www.naep.cz. Information on the Czech Republic involvement in the Eurydice network can be found on the site of the Institute for Information on Education (www.uiv.cz) where the Czech Eurydice Unit is located.

The Youth programme is organised by the Czech National Agency "Youth", which forms part of the National Children and Youth Institute of the Ministry of Education, Youth and Sports.

For details on the realisation of the programme in the Czech Republic, see the website http://www.youth.cz/.

Czech základní školy and střední školy are involved also in the European project Spring Day for Europe. The year 2007 reminded 50th anniversary of signature of Roma Treaties. Pupils participated in visual art and literary parts of the European project. The National project was focused on the thought map on the topic An European Citizen 2007. The Project was organised by Eurocenters, National Support Centre for eTwinning in the CR and Information Office of the European Parliament in the CR. Class teams of střední školy participated in this project together with class teams of partner schools.

Central European programmes

ACES – Academy of Central European Schools is a project which aim is to create an operational network of co-operating schools. The project was initiated by the Austrian Foundation "Die Erste Osterreichische Sparkasse foundation" and it is supported by it. In 2006 it started as a pilot project with participation of Austria, Croatia, Czech Republic, Hungary, Romania, Serbia, Slovakia and Slovenia. In 2008 Albania, Bosna and Hercegovina, FYROM and Monte Negro will join this project. Students of 12 to 18 years of age participate in bilateral and multilateral projects under supervision of their teachers. The communication language is English. Details can be found at the web address http://www.iz.or.at/start.asp?b=401.

CEEPUS

The Central European Exchange Programme for University Studies (CEPUS) is an initiative focused on support for regional co-operation in higher education. The Programme is intended for students from the completed second term on, post-graduate students and higher education teachers. The agreement on the CEEPUS I programme was signed in 1993, the programme was launched on January 1st. 1995 and finished on 31st December 2004. The new agreement on the CEEPUS II programme was signed on 9th March 2003 with effect from 1st January 2005 until the end of 2009. In 2007 the members of the network were Bulgaria, the Czech Republic, Croatia, Hungary, Poland, Austria, Romania, Slovakia, Slovenia, Serbia, Monte Negro and Macedonia. Within the thematic network project Bosna and Herzegovina is involved. The main objective of the programme is the promotion of student and staff exchanges by establishing a university network composed of individual partial networks. A network is formed of at least three higher educational institutions, at least two of which have to be from various contracting countries. The first phase of the programme was focused almost solely on exchange of students or academic staff and joint projects were rather pilot actions, whereas the second phase of the programme puts the greatest emphasis on utilisation of the European Credit Transfer System (ECTS) for mutual recognition of parts of study and qualifications, on joint study programmes leading to obtaining double or joint diplomas and degrees, and on professional language courses. The central office of the programme is located in Vienna and there is a national office in every participating country.

In the Czech Republic the programme is run by the national office of CEEPUS programme, which forms part of the Centre for International Services of the Ministry of Education, Youth and Sports.

For details on the functioning of the programme in the Czech Republic, see the websites http://www.dzs.cz/CEEPUS/ and http://www.ceepus.info.

Within the Visegrád group, the International Visegrád Fund was established on 9th June 2000. The purpose of the Fund is to contribute to the co-oparation between signatory countries (the Czech Republic, Hungary, Poland, Slovakia), to strengthen and develop existing youth mobility, cross-border co-operation and tourism. In October 2002, the ministers of foreign affairs of the member countries agreed to establish the Visegrád Scholarship Programme (see 11.6.1.).

Co-operation between secondary schools and tertiary educational institutions and their teachers, including short-term and medium-term study stays and visits, has been developed within the framework of cross border co-operation. It is aimed not only at language learning but also at removing prejudices and building confidence through the development of mutual knowledge and understanding. Examples of one type of cross border co-operation include the Nisa University, which is the result of

co-operation of higher educational institutions from the towns of Liberec (the Czech Republic), Wrocław (Poland) and Zittau (Germany), the two-nation bilingual educational cycle at the Friedrich Schiller upper secondary school in Pirna (Germany) (see 11.4.1.), and the multilingual European Middle School in Vienna intended for pupils from Austria, the Czech Republic, Slovakia and Hungary.

The choice and implementation of activities depends on the regions, which provide information on them on their websites, at various meetings or in the press.

Institutions: Centre for International Services MEYS CR
Institutions: National Agency for European Educational Programmes
Institutions: Eurydice National Unit, Institute for Information on Education
Institutions: Czech National Agency Youth, National Children and Youth Institute MEYS

11.4.3. Other National programmes and initiatives

Foreign Development Assistance Programme

The Government of the Czech Republic offers a number of scholarships within the framework of its Foreign Development Assistance Programme in support of the study of foreign nationals from developing countries at public vysoké školy in the Czech Republic.

These so called Government Scholarships are designed to cover the standard length of study in Bachelor's/Master's degree courses plus one-year preparatory course of the Czech language (which, in the case of applicants for enrolment in Bachelor/Master study programmes, is combined also with other field-specific training). As a matter of principle, government scholarship-holders enrol in standard courses in which they follow instruction in the Czech language.

Initially, the scholarship is awarded for the period of one year during which foreign students attend mainly the course of Czech for foreigners. Depending on the subject area they have chosen, they subsequently take entrance examinations at the respective vysoké školy. If they pass and the institution concerned confirms their admission, the period of scholarship is extended.

Government Scholarships for follow-up Master's study programmes or Doctoral study programmes are awarded to graduates from Bachelor's or Master's study programmes, respectively, who enrol in study programmes with instruction in the English language.

Scholarships are awarded only to applicants nominated by the competent authorities (usually ministries of education/foreign affairs) of eligible countries, which submit their nominations and application dossiers to the appropriate Czech Embassies.

Nominations are to be submitted before the deadline set by the respective Czech Embassies. Further information can provide the respective authorities (ministries of education/foreign affairs) in their countries or also the respective Czech Embassies.

A limited number of scholarships is available also to students from developing countries who file their applications with the respective National UNESCO Commissions or the respective African Union Office. For contact information on individual local offices see www.unesco.org (and search under the heading Communities, National Commissions) or visit www.africa-union.org.

Study arranged for Czechs living abroad

Part of the care for Czech communities abroad is a programme allowing them to study the Czech language at public higher educational institutions in the Czech Republic, which also sends Czech teachers to Czech communities abroad. This is administered by the Ministry of Education, Youth and Sports and the Ministry of Foreign Affairs.

Through Czech embassies, Czechs can enrol in one- or two-semester courses, which are focused on teacher training in the Czech language and literature, history, ethnology, the history of art or possibly theology, and which usually take place at a Faculty of Arts of a university. Enrolled students receive a scholarship and are entitled to the same accommodation and subsistence allowance as Czech students. After completing the course they receive a certificate. A two-week course in methodology of

the Czech language is intended for teachers who are ethnic Czechs. Participants receive pocket money; accommodation, meals, catering and travel expenses are covered.

Foreigners of Czech extraction who are over the age of 18 and want to learn the language of their ancestors or to improve their command of Czech can, through Czech Embassies, enrol in four-week summer courses in the Czech language. Tuition, food and board are provided free of charge. After completion of the course participants receive a certificate.

At the request of Czech communities abroad, teachers are sent into the communities to promote knowledge of the Czech language and to increase cultural awareness. The teachers have to have a teaching qualification in the Czech language and at least two years of practical experience in teaching the subject. Service conditions for teachers differ considerably depending on the country in question and on the concrete destination. Czech teachers have been sent to the following countries: Croatia, Romania, Serbia, Ukraine, Poland, Argentina, Brazil, Germany and Russia.

Summer Schools of Slavonic Studies

The Czech language courses within the so called Summer Schools of Slavonic Studies are open annually by several public vysoké školy in the Czech Republic. Course participants are, for the most part, foreign students and teachers of Czech/Slavonic Studies.

The Ministry of Education, Youth and Sport offers scholarships for participation in the said courses to applicants from eligible countries. The offer is announced through the respective Czech Embassies. Scholarships are awarded only to applicants nominated by the competent authorities (usually government agencies) of eligible countries that are required to submit their application dossiers by 31 March of the calendar year concerned. Advice and further information can be provided by the Czech Embassies in eligible countries.

The scholarship consists of free meals and accommodation and coverage of course fees.

Summer Schools are open also to foreign nationals who do not hold or cannot apply for the aforementioned scholarships and wish to bear the related expenses themselves. Applications are to be filed directly with the selected faculty/institute in this case. The decisions as to admission fall within the terms of reference of the respective vysoké školy.

Institutions: Centre for International Services MEYS CR

11.5. European/International Dimension through the National Curriculum

Officially, the concept of the European dimension has been in development since the beginning of the 1990s, although European issues had traditionally been part of the curricula of many subjects, namely history, geography, foreign languages and arts subjects, plus more recently civic education and social sciences. Recent educational standards, educational programmes and textbooks have introduced a more coherent understanding of Europe.

11.5.1. Pre-primary Education

The binding document for the pre-primary level of education is the Framework Programme for Pre-primary Education prepared by the Research Institute of Education and approved by the Ministry of Education, Youth and Sports effective from 1 March 2005 (see 3.10.). In its framework objectives, it outlines the preconditions necessary for achieving its objective: to absorb the essential values our society is based on.

In the educational content in the part Sections of education the following points relate to the international dimension:

- in section 4.5 Child and Society: developing awareness on the existence of other culture and nationalities;
- in the section 5.5 Child and world, the following specific educational aims are listed: getting to know other cultures, developing a sense of unity with living and inanimate nature, people, society, and the Earth.

Bibliography: Rámcový vzdělávací program pro předškolní vzdělávání

11.5.2. Primary and Lower Secondary Education

Knowledge of Europe has been a normal element of teaching content at the primary level since the formation of Czechoslovakia (1918) and is reflected in various subjects.

Standard for Basic Education

The Standard for Basic Education developed by the Research Institute of Education was approved by the Ministry of Education in 1995. This document aimed to ensure that pupils acquire full and comparable basic education during compulsory school attendance. This Standard for Basic Education is successively being replaced by the Framework Educational Programme. For more on the content of basic education see chapter 4.10.1.

In the 1995 Standard for Basic Education subject matter on Europe is contained in the field of geography, where the educational process enables pupils to:

- orientate themselves in the geography of continents and the particular features of their inhabitants, acquire information on important states, their political regimes, economic and cultural significance;
- acquire a coherent picture of natural, economic and social conditions in their country and in individual regions and to be aware of the status of this country in Europe and in the world;
- assess and compare social and economic phenomena in their home country with other countries, both similar and different, in the European and worldwide perspectives, to understand the cultural and mental characteristics of various human races, nations and cultures, and to value their contribution to the intellectual, moral and economic development of humankind.

Since 1997 the European dimension within the Standard for Basic Education has been included in the set of core subjects in social sciences, namely in history and in the study of man and society as follows:

- Field: History
  - The educational process enables pupils to:
    - acquire a basic knowledge of the events, personalities, processes and phenomena of their national history in the context of European and world development;
    - know and understand the main phases of historical development and the links and interrelations between regional, national and world history;
    - acquire a basic orientation in cultural history (political culture, social life, civilisation and art) and understand the plurality of cultures as one of the substantial aspects of history with an emphasis on national history as a part of the broader European cultural sphere.
  - Core subjects set The current status of the Czech Republic in Europe and in the world and its efforts to become integrated into European and Euro-Atlantic security, economic and political structures (NATO, the European Union, the Council of Europe, etc.).
- Field: People and Society
  - The educational process enables pupils to:
    - assess and compare social phenomena in their home country with similar or different ones in European and worldwide perspectives and form ideas about local and global problems of contemporary society and on ways to solve these at local, national and international levels.
  - Core subjects set Human rights, the Universal Declaration of Human Rights, the Constitutional Charter of Fundamental Rights and Freedoms, current problems in the area of human rights and freedoms, the international community and its bodies, international co-operation, intercultural relations. European processes, the security, political and economic interests of the Czech Republic, the entry of the Czech Republic into NATO and the European Union, its significance, prerequisites and connections.

Framework Educational Programme for Basic Education

Passing the new Education Act in September 2004 confirmed among other things the curricular reform that includes a two-stage development of educational programmes. The National Framework Educational Programme for Basic Education, which is in force from 1 September 2005, became a binding document on the basis of which schools elaborate their own school educational programmes, which they will have to implement from the 2007/08 school year starting from the first and sixths grades. For more information on the content of the framework educational programme see the chapter 4.10.2.

In the Framework Educational Programme for basic education approved in August 2004 the European dimension runs through the whole of basic education and it is included as a cross-curricular themes and in different core subjects. One of the objectives of basic education stated in the programme is "to lead pupils to tolerance and considerateness towards other people, their cultures and spiritual values, to teach them to live together with others".

The cross curricular topic is Teaching to think in European and global relations. A substantial part consists of education of future European citizens, development of European identity awareness and at the same time respecting national identity, and supporting traditional European values. This education supports traditional European values in pupils' awareness, including humanism, free will, morality, applying law and personal responsibility together with rational reasoning, critical thinking and creativity.

The Framework Educational Programme suggests how this cross-curricular themes can be implemented in individual educational spheres, defines the contribution of the topic to pupil personal development (knowledge, skills and abilities, as well as attitudes and values).

Cross-curricular themes:

- We are interested in Europe and the world – family stories, experiences from Europe and the world; places, events and artefacts in vicinity related to Europe; our neighbours in Europe; the way of life of children in other countries; folk literature, customs and traditions of European nations.
- We discover Europe and the world – our country and Europe; European countries; Europe and the world; international meetings; national and European symbols; the Europe Day; life of Europeans and lifestyle of European families; young Europeans' lifestyles and education.
- We are Europeans – roots and sources of the European civilization; key milestones of the European history; the European integration; institutions of the European Union and their functioning; four freedoms and their impact on the life of an individual; what connects and what divides Europe; international organizations and their contribution to solving problems of children and youth.

The content of education is divided into nine areas and teaching about Europe is included in the following ones:

- At the first stage of základní škola in the area People and their World (thematic circle People Around Us). One of the main focuses is to lead pupils towards knowing and understanding differences among people, towards cultural and tolerant behaviour and manners on the basis of jointly created and accepted or commonly applied rules of living together, towards fulfilling duties and common tasks.
- At the second stage of základní škola in the area People and Society. It is focused on
    - developing an interest in the present and past of pupils' own nation and of other cultural communities, forming and strengthening awareness of belonging to the European culture;
    - searching for parallels between past and current events and comparing these with similar or different phenomena and processes in European and worldwide scale;
    - developing an ability to orientate oneself in the diversity of historical, socio-cultural, ethical, political, legal and economic facts which make up the framework of everyday life; an ability to know and assess everyday situations and events in mutual connections and broader contexts, including international and global contexts;
    - leading pupils to esteem their own nation as well as other nations and ethnic groups; to respect cultural or other differences between people, groups and various communities;
    - gaining an orientation in current events in the Czech Republic, the EU and in the world, developing an interest in public affairs.

The fields of education are History and Education for Citizenship.

Teaching about Europe is also incorporated into the area People and Nature within Geography.

Bibliography: Rámcový vzdělávací program pro základní vzdělávání s přílohou upravující vzdělávání žáků s lehkým mentálním postižením
Bibliography: Standard základního vzdělávání : včetně Pokynu MŠMT ČR k využití Standardu základního vzdělání a Doplňku ke Standardu základního vzdělání

11.5.3. Upper secondary education

Knowledge of Europe has traditionally formed part of the curriculum of a range of subjects.

For the gymnázium, since 1997 this subject matter has been included in the Gymnázium Educational Standard (developed by the Institute for Research Institute of Education and approved by the Ministry of Education, Youth and Sports in 1996), in the set of core subjects in the area of social sciences, namely in the Basics of Social Sciences and in History.

In the framework of social science education, pupils become acquainted both with the social, economic, political and cultural aspects of current life and the past development of regions, nations, states and broader civilization areas, and also with ways of life of various cultural communities in the history.

The objectives of education in this field are that pupils should
- improve their ability to assess and compare social phenomena and processes on different levels and put them into broader social, political and economic contexts,
- gain a deep-reaching knowledge of national, European and worldwide material and spiritual culture and understand the differing natures of cultural development of different nations and civilizations,
- understand and appreciate values common to all mankind such as humanity, freedom, democracy, tolerance, understanding and the culture of relations among people and nations.

Basics of Social Sciences:
- Political science, questions of constitutional law. The role of the citizen in the defence of a state. State resources for defence and ways of ensuring security. International co-operation in ensuring mutual security. Supranational security structures (NATO).
- Planetary issues. Collective security, economic and political co-operation in the world and in Europe, its advantages and requirements.

History:
- The tendency towards integration in Europe and in the world. International co-operation. The efforts of the Czech Republic to become integrated into supranational security, economic and political structures as a consequence of the country's new political orientation.

The Standard of Upper Secondary Vocational Education elaborated by the Research (now National) Institute of Technical and Vocational Education and approved by the Ministry of Education in 1998 introduces the European and international dimension in general education, within social science, as follows:

Educational aims:
- Pupils are to be equipped with basic knowledge on the equality of races, nations and other ethnic groups, with knowledge of the need for religious tolerance, and the willingness to respect rights of other people.
- Pupils understand the need for international co-operation and the integration of the Czech Republic into European and world security, political and economic structures.

For integration of the theme of the European dimension into curricular reform in upper secondary education see 11.2.

Bibliography: Standard středoškolského odborného vzdělávání
Bibliography: Standard vzdělávání ve čtyřletém gymnáziu : včetně Standardu pro latinský jazyk, Doplňku ke Standardu vzdělávání ve čtyřletém gymnáziu

11.5.4. Tertiary education

Content of study programmes and curriculum development are aspects of academic freedom and as such fall within the remit of vysoké školy and their faculties (see 6.11.).

In European studies there are two models in use: special subjects on European topics are taught within the framework of individual study programmes (e.g. European integration – European Union: ideas, development and trends at the Faculty of Economics and Management of the Czech University of Agriculture in Prague), or alternatively European topics run through standard study fields in such a way that the graduate has an overall view of European aspects of their specialisation (as at Centres of European Studies, at e.g. the Faculty of Education of Charles University) (see 11.5.5.).

Since 1997 Czech higher educational institutions have continued their participation in the Jean Monnet Project which has been included since 2007 in the programme Lifelong Learning. Within its framework, departments and permanent courses have been established at higher educational institutions focusing on teaching about European integration matters, or short-term study programmes, so-called European modules, intended for students from other fields of study. Within the project, doctoral grants are allocated to support research into issues of European integration and other grants for teaching materials. The Faculty of Social Sciences at Charles University has established a centre that was awarded the title of a Jean Monnet European Centre of Excellence, as the first one in Central Europe. The responsible institution in the Czech Republic is the Czech Association for European Studies.

European Documentation Centres have been established at several higher educational institutions. Their main role is to promote research, teaching and studies of the issues on European integration by providing access to European documents.

Research focused on the European dimension also takes place in higher educational institutions. Examples of such research are the Innovation of Medical Curriculum (in view of the EU requirements) – the Charles University in Prague, 1999-2003, the Cultivation of Mathematical Thinking and Learning in the European Context – the Charles University in Prague, 1999-2003; the Nisa Euroregion Trilands – a factor of Europeanism in Teacher Training at the Faculty of Education of the Technical University of Liberec, 1999-2003, Current issues of pedagogy and subject didactics in the period of the Czech Republic's joining the European Union – the Palacký University, 2003-2006.

Institutions: European Documentation Centre, Palacký University
Institutions: European Documentation Centre, Charles University
Institutions: European Documentation Centre, J. E. Purkyně University
Institutions: European Documentation Centre, University of Economics
Institutions: European Documentation Centre, University Library, South Bohemian University
Institutions: European Documentation Centre, University Library, Masaryk University
Institutions: Czech Association for European Studies, Faculty of Social Sciences, Charles University

11.5.5. In-service teacher training

In-service teacher training is organised by various higher educational institutions, education centres (till the end of 2004, from 1 January 2005 National Institute for Further Education and its offices) and other educational institutions in programmes that vary widely with regard to content. Programmes that receive central subsidies have to be accredited by the Ministry of Education, Youth and Sports. (For details see 8.2.10.)

For the 2007/08 school year, teachers were offered accredited programmes focused on the European Union, its history, bodies and functioning, and accredited programmes focused on education in Europe, education policy and concrete aspects of education from the European point of view. Special attention was paid to the methodology of drawing off European funds.

Examples of topics of education actions concerning Europe:

- How to teach the European Union,

- The European Union – a chance for schools,
- The European Union and the structural policy,
- European Structural Funds,
- The European Social Fund,
- European Institutions in Brussels and Strasbourg,
- European Institutions by their employees,
- Teacher training in European integration issues,
- Manifestations of European culture and its comparison with world art production,
- Education in the European Union,
- European project of coordinated teacher training,
- Implementation of cross-curricular themes the Teaching to think in European and global relations,
- Common European Framework of Reference for Languages.

Within the grant system of the Czech Republic Government in connection with information on European affairs (see 11.3.), the following topics were approved for the EU into Schools project (see 11.4.) in 2006:

- Generation Zero,
- Let us learn to learn about the EU,
- The European Union for school management,
- Enhancing capacity of schools in the Moravian-Silesian Region to submit cross-border projects,
- Support for teaching about the EU at gymnázia: We are in the EU, let us be in the picture,
- We teach and learn about the European Union,
- Model teaching hours about the EU of prior to maturitní zkouška package of humanities at gymnázia,
- Doing Business inside and outside the EU,
- Educational modules for inspectors of the Czech School Inspectorate on current EU issues.

One output of the project the European Union into Schools was a handbook for secondary school teachers How to teach about the European Union which was prepared by the non.-governmental organisation Asociace pro mezinárodní otázky (Association for international questions).

In 2007 grants were not called for

Centres for Community Works organise projects on the European dimension targeted also to pupils and teachers of primary and secondary schools. In 2005/06 projects How to become an active European citizen (www.cpkp.evropskyobcan) and domek.eu (www.domek.eu) were realised.

The Center of European Studies at the Faculty of Education of Charles University, established in 1995, has been intensively engaged in further teacher training. Within the framework of the PHARE programme, a project on Training Teachers in European Affairs was organised there in 1998-1999. The project provided the necessary basis and means for training teachers in European matters. The main priorities of the project were the development of a manual for teacher training, teacher training, implementation of new teaching methods, integration of the subject into existing secondary school curriculum and support for publishing textbooks and other teaching materials.

In the 1998/99 academic year, the Center carried out the EUROPAED project which aimed to develop and verify a model of European studies for teachers. 40 teachers and specialists from education centres took part in an intensive workshop to that end. The Center's staff carried out a research project: The development of a national culture of education and professionalisation of teachers in the European context during 1999-2003. The Center organises a Master’s and Doctoral study programme called European studies for Educators, which aims to deepen knowledge and understanding of the European integration process and its consequences for education, applying methods of comparative research using EU documentation and other information sources for research purposes of students.

In 2004, a civic association, the Czech Union for education and European upbringing (EUROPAED), was founded. It is an advisory body for education, a body for solving the issues on the pathway to Europe and a tool for implementation of the European dimension into education.

Institutions: Czech Science Foundation
Institutions: National Institute for Further Education
Institutions: Institute of Research and Development of Education, Faculty of Education, Charles University

Institutions: Český svaz pro vzdělávání a evropskou výchovu

11.5.6. Adult education

When adult education takes place at schools and leads to an educational qualification, European subject matter is involved in the curriculum in the same proportion as in the curriculum for younger pupils and students (more in the chapter 7.10.1., 11.5.3. and 11.5.4.).

Many activities linked with the entry of the Czech Republic into the European Union on 1st May 2004 took place during the whole year. Their task was to acquaint the general public with topics concerning the European Union and European matters. The activities were organised on various levels and took diverse forms. At the beginning of 2005, these activities were focused on the preparation of the public for the referendum on the Treaty establishing a Constitution for Europe, which did not eventually take place in the Czech Republic.

In July 2005 the Government of the Czech Republic approved a Concept of Information on European Affairs with the aim of enhancing public interest in Europe events and current issues of the European Union. The Concept was updated in 2007 in relation to the preparation of the Czech Republic for the presidency of the EU Council (see 11.2. and 11.3.). The government established the European Affairs Information Department to implement the strategy. The Department's main tasks involve increasing public awareness of European Union, creating a system of public information on European affairs, ensuring the decentralisation of information activities with an emphasis on the development of an effective network of information centres in regions along with training their personnel, and initiating preparation of information materials, pamphlets or presentations on current European topics.

For 2007 following goals and communication priorities were set:

- Membership of the CR in the EU – within this priority some partial topics were presented, such as future presidency of the CR to the EU Council, entry to the Schengen area, contributions and expenses of the CR membership, introduction of the Euro, the EU into schools.
- Drawing off money of European funds and programmes – Portal for the European money was opened (www.strukturalni-fondy.cz). It informs on structural funds, community programmes, financial mechanisms of EEA and Norway, financial support of Switzerland, EU foreign support.
- Future of Europe – partial topics were discussed: presidency of the EU Council and its development, reform of institutions and policies, European security, energy security, Europe enlargement, Lisbon strategy and future of the new EU treaty.

The main communication tool is an integrated information system based on five pillars: Eurocentres, Eurofon, Euroskop information bulletin about the activities of public administration in the field of the EU and a grant system to support information projects.

In the regions, Eurocentres will disseminate information about EU policies and programmes, and about the work of the Czech Government related to the European agenda. They also act as a mediator in communication between the Czech government and citizens in the region.

The work of the Eurocentres will consist of responding to the inquiries of the public; providing them with topical information materials; facilitating access to relevant European web pages and TV information channels (such as Euronews) for the public; increasing the local and regional awareness of EU programmes; ensuring the distribution of information in regions (schools, libraries, etc.); organising seminars; and communicating with the representatives of self governing bodies, media, and other relevant regional entities.

In November 2005, the Prague Eurocentre was built; the system of regional Eurocentres will be built in 2006.

Eurofon is a toll-free line 800 200 200 providing information on the EU.

Euroskop is the Internet portal which serves as the first point of source of information on the EU news and news from the Czech Republic related to EU issues and the structure and work of the EU (www.euroskop.cz).

The Eurokurýr is an information bulletin, which provides regular information on public administration activities in the area of the EU.

The grant system is focused on supporting projects aimed at improving public knowledge and stimulating discussion about current European topics. Detailed information on the approved projects is available on the Euroskop Internet portal.

In the Czech Republic also the network EUROPEDIRECT managed by the European Commission operates. It provides free of charge general information on the EU and a large number of Union materials, including basic treaties and legal regulations. Nine centres form the network: in Tábor, Dvůr Králové, České Budějovice, Pardubice, Olomouc, Brno, Uherské Hradiště, Nový Jičín and in Most. Beside Internet access they offer TV broadcasting Europe by Satellite (EBS) with latest daily news on the EU. Other information is available through http://www.europedirect.cz.

Information on events in the EU is mediated also by different Internet portals (e.g. www.evropskauine123.cz which offers many useful links to Czech and international sources on the European Union).

Other actions are organized by various public educational and cultural institutions (community centres, museums, libraries). Lectures and courses often accompany other actions, e.g. exhibitions, concerts and festivals. (See also chapters 7.4. and 7.10.2.)

Institutions: Eurocentrum Praha
Institutions: European Affairs Information Department of the Government of the Czech Republic

11.6. Mobility and Exchange

Mobility and exchange of pupils, students and educational or academic staff is organised by the Ministry of Education, Youth and Sports which is the main guarantor of international activities in the education sector, individual schools at all levels, the individual initiatives of people cannot also be ignored. Mobility at vysoké školy is largely developed. Section 11.6.1. provides details on study opportunities for foreigners at Czech vysoké školy and possibilities of study abroad for the Czech students. Section 11.6.2. informs on mobility of educational and academic staff.

Rules for recognition of education and qualification acquired abroad at the level of basic, secondary and tertiary professional education are subject of the Education Act No. 561/2004 and the regulation (No. 12/2005), rules for recognition of education and qualification acquired at the higher education level are subject to the Act on Higher Education Institutions No. 111/1998, Coll.

A school-leaver of a foreign school who holds a document certifying that he/she has achieved basic, secondary or tertiary professional education (foreign school report) may request the Regional Authority, relevant with respect to the place of residence of the applicant, to issue a certificate of recognition of the equality of the foreign school report. Where the Czech Republic is bound by an international agreement on recognising the equality of certificates of education with the country where the foreign school has been established and registered, the Regional Authority issues a certificate recognising the equality of a foreign school report. If the Czech Republic is not bound by such international agreement, the Regional Authority decides on recognition of education upon the submission of the original of foreign school report or its officially verified copy. An officially verified translation of the documents into the Czech language is to be attached to the application. In the event of a certificate of education issued in the Slovak language its translation into the Czech language is not required.

If a foreign school report does not provably demonstrate the content and scope of subject taught, the applicant also submits the framework content of education of the area in which he/she has achieved his/her education.

If the Regional Authority, within the procedure of recognition of education, finds out that the content and scope of education at foreign school substantially differs when compared with a similar framework educational programme in the Czech Republic, it rejects the application. If the content and scope of education at the foreign school differs only partially or the applicant does not satisfy other requirements

stipulated in the law, the Regional Authority orders recognition of education examination. The Regional Authority also rejects an application for recognition of education if the applicant fails the recognition of education examination. An applicant who is not a Czech national does not take recognition of education examination in the Czech language and literature.

The Ministry decides on the recognition of education with regard to a foreign school report issued by a foreign school with an educational programme which is carried out with the agreement of the Ministry.

A graduate of a foreign higher education institution can ask for recognition in the Czech Republic of his/her higher education or some part of this education the Ministry of Education, Youth and Sports, in cases where the Czech Republic is bound by an international treaty with a country in which the higher education institution is established and recognized and the Ministry is authorized by this treaty to grant such recognition. In all other cases, he/she asks a public vysoká škola providing a degree programme that has similar contents. The public vysoká škola issues the certificate based on its knowledge of the quality of the foreign higher education institution in question or based on the extent of knowledge and acquired skills evinced by the higher education qualification. Theses provisions apply in an analogous fashion to individual examinations taken at higher education institutions abroad, should it not be a case of a joint degree programme with a higher education institution. Decisions pertaining to the recognition by a public vysoká škola of higher education and qualifications acquired abroad are made by the rektor . This recognition is based on the original or a legally attested copy of a diploma, certificate or similar document issued by the foreign higher education institution, or the original or a legally attested copy of a diploma supplement and supplementary information confirming that the degree programme was carried out by an institution authorised to provide education comparable to higher education as well as information on the contents of the higher education studies abroad. If requested, an officially certified translation of these documents must be presented.

Unless otherwise provided for in an international treaty, the authenticity of signatures and stamps on the original documentation must be verified by the Ministry of Foreign Affairs of the country in which the higher education institution that issued the document is domiciled, or a relevant foreign body and the relevant embassy of the Czech Republic.

In the case of an individual who has been granted international protection in the form of asylum or subsidiary protection in the Czech Republic or some other member state of the European Union, or who on the basis of international commitments of the Czech Republic is obliged to regard as a refugee or exile or a person in a situation similar to that of refugees, the document required and the verification of authenticity required pursuant to subsection may be replaced by a sworn statement made by the individual in question concerning the facts otherwise attested to by such a document or verification.

The Ministry of Education, Youth and Sports has established the Centre for International Services and within it the Academic Information Agency to carry out tasks relating to international relations in education.

The Agency:

- Collects, processes and disseminates information on opportunities to study abroad for Czech citizens, especially higher education students, graduates and teachers;
- arranges tenders for scholarship stays abroad on basis of international agreements;
- releases information on other scholarships offered outside the framework of intergovernmental agreements and other offers of studies abroad on its web site;
- co-operates on assurance of training and observation stages for teachers of základní škola and střední škola (mainly in Germany-speaking countries and France);
- assures activities of the national coordinator of the programme PESTALOZZI of the Council of Europe for continuing education of teachers;
- organises English language lectors for základní školy and střední školy;
- issues information Bulletin AIA where the complete offer of scholarship stays abroad on the basis of international agreements for the next academic year is presented.

For details including current offers see the website http://www.dzs.cz.

Legislation: Decree of MEYS on equivalence and validity of foreign certificates issued foreign schools
Legislation: Act on pre-primary, primary, secondary, tertiary professional and other education (Education Act)
Legislation: Act on Higher Education Institutions (the Higher Education Act)

Institutions: Centre for International Services MEYS CR

11.6.1. Mobility and exchange of pupils/students

Základní školy and střední školy

Základní školy and střední školy (classes) organise exchange visits abroad, as a rule on the basis of their own initiative and contacts. Costs are usually covered from financial contributions by parents of both parties, from school budgets and from contributions of various foundations or donations. Excursions of pupils of basic and upper secondary schools are regulated by the rule of the minister of education, youth and sports on the safety and health protection. Základní školy and střední školy have participated actively and continue to participate in the programme Comenius within the Lifelong Learning programme.

Vysoké školy

Admission of foreign students

The Czech higher educational institutions also offer opportunities for foreign students to study there. The general precondition is that an applicant has to have completed secondary education finishing with a school leaving examination equivalent to the maturitní zkouška. The student studies under same rules as the Czech student. If the student studies in the Czech language at a vysoká škola, he or she is not charged any fees (providing that the duration of study does not exceed the typical duration by more than a year), if he or she studies in a foreign language the amount of fees is stipulated by the public vysoká škola.

Higher educational institutions set fees, study courses and other conditions. Graduates are awarded a Czech diploma corresponding to the course taken (Bachelor, Master, Doctor), see 6.15.2. The Amendment of Higher Education Act which entered in force 1 January 2006 provides for vysoké školy to award students in study programme organised within co-operation with foreign higher education institution the Czech academic title and also the academic title of the foreign higher education institution pursuant the current legislation in the relevant country. The diploma includes the name of the foreign higher education institution with which the co-operation was carried out and may include information that the foreign academic title is a joint title also awarded simultaneously at the foreign higher education institution.

Increasing number of foreign students is an important aim of the Long-term Plan of the Ministry of Education (10% of the total number of students in 2010). Within the developmental programme for support of development of internationalisation the Ministry supports a design of joint study programmes – joint degree and further it supports (by funding) vysoké školy to prepare their own study programmes for foreign students.

Higher educational institutions also offer paid specialised courses for foreign applicants, for example the one-term programme in East and Central European Studies at Charles University (www.ff.cuni.cz). Graduates receive a certificate of study.

The Ministry of Education, Youth and Sport annually offers scholarships to foreign nationals, pursuant to bilateral intergovernmental or inter-ministerial agreements concluded with a number of countries (see 11.4.1.). Scholarships are awarded to applicants nominated by the competent authorities of eligible countries.

Scholarships of this type are designed for students or graduates and Ph.D. candidates of vysoké školy (exceptionally also for university researchers/teachers) who wish to accomplish a study or research stay at one of the vysoká škola. Its length usually ranges from 2 to 10 months depending upon the agreement made by the Czech government and the foreign government concerned that specifies also the categories of eligible recipients.

Most frequently, scholarship-holders are admitted for research visits (i.e. they either attend non-degree courses of their choice, or pursue an independent research activity at the host institutions, depending on their qualifications and preferences). Since the courses they follow in the Czech Republic do not

lead to the award of a degree, they are not required to sit any entrance examinations. The applicants for research stays need not necessarily be proficient in the Czech language, unless its knowledge is a prerequisite for admission due to the nature of the selected field of study/research. If they cannot demonstrate adequate knowledge of Czech, a good command of English is normally required (less frequently knowledge of French or German may suffice, depending on the field and university selected).

It is also possible to apply for a study stay at a vysoká škola (i.e. enrolment in a standard study programme with tuition in the Czech language for the period of scholarship specified in the respective intergovernmental/inter-ministerial agreement). In this case, a good command of the Czech language is a must and admission may be conditional upon successful passing of an entrance examination.

Other information are available on the Ministry of Education, Youth and Sports website: www.msmt.cz or through the Czech embassies of eligible countries.

For detailed information on scholarship within the Foreign Development Assistance Programme see 11.4.3.

Study stays of Czech students abroad

All vysoké školy offer their students study stays at their partner higher educational institutions abroad. In view of the autonomy of higher educational institutions, the conditions are not set centrally and information on them is available from individual institutions. Exchanges are usually based either on the direct cooperation between universities/faculties or on an international programme or an intergovernmental agreement.

The Ministry of Education, Youth and Sports as part of its international activities closes international agreements on cooperation within its sphere of action. Agreements are supplemented by cultural agreements and sectoral contracts with the partner ministries abroad (see 11.4.1.).

The Ministry of Education, Youth and Sports through the Academic Information Agency (see 11.6.) publishes detailed information on scholarships offered on the base of international agreements, information on study opportunities abroad at own expenses and scholarships stays offered by foreign subjects not included in international agreements.

A higher educational institution wishing to join the CEEPUS programme network (see 11.4.2.) has to guarantee full recognition of parts of study of all participating institutions within a network and must not collect any fees for study within the network.

Scholarships for students and teachers in the CEEPUS network are intended for:

- students of bachelor's, master's and doctoral study programmes;
- university teachers.

To be eligible for a scholarship a stay abroad must last at least 21 days for students and 6 teaching lessons during 5 working days of the stay for teachers. Since 2005, the minimum duration of a stay is 3 months for undergraduates and shorter stays is allowed only in case of preparation of final degree work or in special justified cases, where this is required by the character of the network. The maximum duration of a stay will be 10 months.

Other possible activities are summer schools, language courses, and trips.

A CEEPUS scholarship is a comprehensive grant, which covers the costs of staying at a host higher educational institution (i.e. accommodation, subsistence, health insurance). The amount is set and paid by the host country. The sending country can reimburse the travel expenses of a scholarship holder. CEEPUS scholarships are awarded in "scholarship months", which ensures the comparability of grants in a region. For more details see www.ceepus.info or www.dzs.cz/ceepus.

The Visegrád scholarship programme (see 11.3., 11.4.2.) was first opened in the 2003/04 academic year This programme offers opportunities to Bachelors and Master degree holders from the Czech Republic, Hungary, Poland and Slovakia to study in fields relating to the Central European region. They can study in Visegrád group countries (Intra-Visegrád Scholarships), or in another country (Out-going Scholarships) which is not member of the V4, but which is one of the neighbouring countries: Albany, Belarus, Bosnia and Herzegovina, Croatia, FYROM, Moldavia, Montenegro, Russian Federation, Serbia and Ukraine. In 2004/05 every Visegrád Group country offered two scholarships to

applicants from neighbouring countries to the Visegrád Group countries but not members of the European Union (In-coming Scholarships).

Apart from a scholarship, a legal or private entity with permanent residence in one of the V4 member states can always apply for support from the fund for a concrete project. The financial contribution of the fund usually does not exceed 50% of the total costs of a project including an applicant's own contribution or the contribution of another co-financing subject.

The fund prefers projects in which subjects from all V4 countries take part. It does not support projects in which less than three countries participate, except for projects of cross border co-operation. The fund can also finance projects involving co-operation with a subject outside the V4 countries, provided that such projects are in accordance with the Fund's objectives (project Visegrád+). For detailed information see the website http://www.visegradfund.org/.

The Ministry of Education, Youth and Sports supports the international mobility of students at public higher educational institutions within the framework of its Development Programmes for the Support of Internationalisation. The projects can be submitted by public higher educational institutions, which wish to send students on the basis of international agreements and within direct contractual cooperation of universities/faculties, or as free movers. The public higher educational institutions receive funding to carry out the submitted projects, but they cannot use other allocated financial resources at the same time for the same mobility, e.g. within the EU educational programmes – CEEPUS and AKTION. The higher educational institution takes responsibility for the selection of students and ensures that the part of study which the student spends abroad will be recognised. For further details, see the website http://www.msmt.cz. Projects amounting to 34 millions of the Czech crowns were realised in 2005, amounting 43 millions in 2006 and 52 millions in 2007. On the basis of the subvention 900 students travelled abroad in 2005, 1100-1200 students in 2006 and in 2007 it is around 1500 students (within contracts of direct cooperation and as "free movers"). Students use opportunities to study at universities abroad in virtually all continents. Besides European countries, they study at higher education institutions in Northern and South America, Asia, Africa and Australia.

Projects within development programmes can also be developed for the support of foreign students who do not come within the framework of any other programme of mobility, especially at Master's and Doctoral levels.

Higher educational institutions realize necessity of sending their students abroad during their studies. For this reason, a number of higher educational institutions have established their own funds for support of student mobility and either use them for co-financing activities which cannot be fully covered by a grant or to support mobility within their own priorities.

The UNESCO – ASCHBERG scholarship programme is intended for artists or students of various types of artistic schools. A total of 67 scholarships provided by 47 institutions in 26 countries (including the Czech Republic) are offered for 2006-2007. An information booklet is available at the secretariat of the Czech National Commission for UNESCO and on the website http://www.unesco.org/culture/ifpc/.

Legislation: Decree of MEYS on equivalence and validity of foreign certificates issued foreign schools

Institutions: Česká komise pro UNESCO

11.6.2. Mobility and exchange of teaching and academic staff

Academic staff use CEEPUS and Aktion programmes and also the EU programmes, however, the prevailing part of their mobility is based on the direct co-operation of universities/faculties. All higher educational institutions offer their staff study visits to partner institutions abroad based on bilateral agreements. In view of the autonomy of higher educational institutions, the conditions are not set centrally and information on them is available from individual institutions.

Foreign language teachers make considerable use of the Comenius programme, which are part of the Lifelong Learning programme. Through the Council of Europe, teachers take part in short-term study visits within the in-service training programme for educational staff (PESTALOZZI) and also in seminars organized by member states of the Council of Europe. The Centre for International Services provides further information (www.dzs.cz).

The Visegrád Fund offers a new programme in 2008 The Visegrád University Studies Grant. Its aim is to promote and support the development and launching of outstanding university courses or study programmes that deal with specific phenomena explicitly related to the Visegrád Group countries. Any public or private university in the world is eligible for the Grant. The course/programme is expected to secure for each semester of its enrolment at least two relevant guest lecturers from two countries of the Visegrád Group (different from that of the applicant).

English language lectors work at Czech základní školy and střední školy. These positions are filled by experienced teachers engaged for the entire school year, or in exceptional circumstances for a half a year. Their stay is organised by the Academic Information Agency. The Agency provides schools with a list of teachers who are interested in teaching English in the Czech Republic and sends applicants a list of schools that require an English teacher. Travel and accommodation expenses are covered by the applicants, although schools can help them. Lectors are paid in Czech currency. Up-to-date information is available on the website http://www.dzs.cz.

A natural part of foreign cultural policy of every country is a transmission of knowledge on own history and present situation to other countries of the world. Based on the resolution of the Government of the Czech Republic No.1622 of 14 December 2005 on the support of the Czech cultural heritage abroad for 2006-2010 the Ministry of Education, Youth and Sports develops the teaching of the Czech language and literature abroad.

The Czech language and literature is taught mainly at universities, at workplaces of Slavonic philology of faculties of philosophy. Lectors of the Czech language and literature are sent out abroad usually on the basis of bilateral agreements (see 11.4.1.), exceptionally also teachers of the Czech language and literature (e.g. priority policy interest). In 2007/08, lectors of Czech language and literature worked at 47 universities in 24 countries. More details can be found on www.dzs.cz.

11.7. Statistics

Overall data of foreigner enrolments have been included into the data collection system on the Czech education system since 2002. The enrolments data outside the Czech educational system (schools founded by foreign institutions) are not available as well as data on mobility of teachers. The data include all foreigners with permanent or temporary residence as well as asylum seekers.

Data in the table are aggregated according the educational levels of the Czech education system (education data of the Ministries of Defence and Interior included). In the first part of the table the data are according to geographical areas, in the second then according to the students' nationalities (in descending sequence). The statistic data from Kyrgyzstan onward have been selected for the European countries, Canada and Japan only.

More than 50 000 foreigners (representing more than 2% of all enrolments) from more than 150 countries attend Czech schools. More than half of them are at vysoké školy providing Bachelor's, Master's and Doctoral studies (ISCED-97 levels: 5A and 6). It is more than 8% of all university students. The most of all foreigner enrolments are Slovaks: about 45% of all foreigner enrolments and 67% of foreigner students at vysoké školy. The next significant minority is Vietnamese, Ukrainian and Russian.

Numbers of foreign pupils and students in Czech educational institutions (school year 2007/08)

	Total	Preprimary education (ISCED 0)	Základní školy (ISCED 1 and most of the level 2)	Střední školy (rest of the ISCED level 2 and levels 3 and 4) and conservatoires	Vyšší odborné školy (ISCED 5 B)	Vysoké školy (ISCED 5 and 6)
Enrolment total	2 081 884	291 194	844 863	572 873	28 774	344 180
Foreigners total	50 371	3 078	12 963	6 424	321	27 585
EU countries	26 503	772	3 306	1 630	212	20 583
Other European countries	11 622	982	4 703	2 488	86	3 363
Other countries	12 104	1 324	4 954	2 306	23	3 497
Chosen countries:						
Slovakia	22 549	471	2 455	1 077	196	18 350
Vietnam	6 610	1001	3373	1 606	4	626
Ukraine	5 835	591	2957	1 394	49	844
Russia	3 168	196	905	666	26	1375
Kazakhstan	747	15	231	168	8	325
Belarus	671	35	180	102	3	351
Poland	635	50	182	120	4	279
Mongolia	622	50	347	102	0	123
Germany	613	63	124	140	0	286
United Kingdom	487	24	37	10	0	416
United States	460	31	116	33	2	278
China	440	61	242	68	0	69
Moldova	425	36	217	94	1	77
Bulgaria	423	54	145	101	2	121
Serbia	379	39	150	63	0	127
Portugal	371	0	2	2	0	367
Armenia	349	24	155	115	0	55
Croatia	283	27	110	71	4	71
Norway	259	0	1	0	0	258
Romania	257	24	141	50	3	39
Israel	244	13	42	17	0	172
Bosnia and Herzegovina	191	16	63	46	3	63
Uzbekistan	182	4	22	6	1	149

Cyprus	178	1	0	7	1	169
Greece	174	2	12	4	0	156
Macedonia	150	13	54	18	0	65
Malaysia	146	0	2	0	0	144
Korea	135	21	65	15	0	34
Sweden	133	8	10	2	0	113
India	129	11	7	2	0	109
Georgia	122	4	43	21	0	54
Kyrgyzstan	107	5	39	22	3	38
Turkey	105	8	29	7	0	61
Netherlands	102	16	55	15	0	16
Italy	101	14	34	24	0	29
France	87	13	15	17	0	42
Albania	83	11	12	11	0	49
Hungary	71	5	16	10	1	39
Japan	70	28	11	9	0	22
Canada	68	1	13	8	0	46
Austria	65	5	19	19	1	21
Ireland	56	2	6	0	0	48
Lithuania	45	6	17	8	1	13
Spain	44	4	8	3	0	29
Slovenia	42	2	10	10	3	17
Switzerland	35	4	12	7	0	12
Monte Negro	30	6	12	7	0	5
Belgium	22	2	7	4	0	9
Latvia	13	1	3	0	0	9
Denmark	11	2	3	2	0	4
Estonia	11	2	2	4	0	3
Finland	11	0	3	0	0	8
Iceland	8	0	1	2	0	5
Luxembourg	1	0	0	1	0	0
Malta	1	1	0	0	0	0

Note:

1) Physical persons in all forms of study are included.

2) Students of state vysoké školy are not included.

Glossary terms used in Table: základní školy, střední školy, vyšší odborné školy, vysoké školy

Institutions: Institute for Information on Education

Glossary

absolutorium *(Absolutorium,absolutoria,absolutoriu,absolutoriem)*: a) A type of examination passed at the end of tertiary professional education consisting of a theoretical examination in special subjects, of an examination in one foreign language, a final work and its defence. b) Absolutorium at conservatoire. A comprehensive professional examination finalising the tertiary professional education at conservatoire consisting of a theoretical examination composed of vocational subjects specified by the Framework Education Programme, an examination in a foreign language, a graduate thesis and its defance, and a graduate performance in one or two principal branches, or an examination in artistic and pedagogical training if so stipulated by the Framework Education Programme. Absolutorium in dance does not include an exmination from foreign language.

asistent *(Asistent,asistenta,asistentovi,asistentem,asistenti,asistentů,asistentům,asistenty,asistentech)* : An assistant is a young higher education institution employee without research academic qualification who is preparing for a teaching occupation. He is entrusted with less demanding teaching activities.

asistent pedagoga *(Asistent pedagoga,asistenta pedagoga,asistentu pedagoga,asistentovi pedagoga,asistentem pedagoga,asistenti pedagoga,asistentů pedagoga,asistentům pedagoga,asistenty pedagoga,asistentech pedagoga)*: Teaching assistant provides assistance to pupils in the process of adaptation to the school environment, assistance to the members of teaching staff of the school in their educational activities, assistance in communication with pupils, in co-operation with the pupils'legal representatives and the pupils'community.

děkan *(Děkan,děkana,děkanovi,děkanem,děkani,děkanů,děkanům,děkanech,děkany)*: The top representative of the faculty who decides on its issues. He is promoted to this position by the rektor on a basis of a proposal of the Academic Senate for a three-year term.

dětský domov *(Dětský domov,dětského domova,dětskému domovu,dětském domově,dětským domovem,dětské domovy,dětských domovů,dětským domovům,dětských domovech,dětskými domovy)*: A boarding institution for execution of an institutional care for children and youth; it ensures a social, material and educational care of those who from serious reasons cannot be brought up within the family and cannot be adopted or placed in another form of surrogated family care. The institution usually cares for children from 3 to 18 years and can also be of a family type.

diplomovaný specialista *(Diplomovaný specialista,diplomovaného specialisty,diplomovanému specialistovi,diplomovaného specialistu,diplomovaném specialistovi,diplomovaným specialistou,diplomovaní specialisté,diplomovaných specialistů,diplomovaným specialistům,diplomované specialisty,diplomovaných specialistech,diplomovanými specialisty)*: A title of a graduate who successfully completed the tertiary professional school or conservatoire. The study is finished by an absolutorium examination after 3 years at vyšší odborná škola, resp. after the relevant number of years at conservatoire.

docent *(Docent,docenta,docentu,docentovi,docentem,docenti,docentů,docentům,docenty,docentech)*: A senior lecturer is a postdoctoral higher education institution qualification given to a person on the basis of habilitation who over a long period of time has demonstrated a high level of competence in science, research and teaching. His/her main task is devoted to lectures. He/she is appointed by the rektor of higher education institution.

domov mládeže *(Domov mládeže,domova mládeže,domovu mládeže,domově mládeže,domovem mládeže,domovy mládeže,domovů mládeže,domovům mládeže,domovech mládeže)*: A youth home provides care (accommodation, meals and leisure time activities) for upper secondary school pupils and tertiary professional A youth home provides care (accommodation, meals and leisure time activities) for upper secondary school pupils and students of tertiary professional schools living at a distance from the school they attend. The school head of home takes into account the distance of their place of residence, transport posibilities from their place of residence, their social situation and their health condition.

gymnázium *(Gymnázium,gymnázia,gymnáziu,gymnáziem,gymnázií,gymnáziím,gymnáziích,gymnázii)*: An upper secondary school providing usually in four-, six- and eight-year courses upper secondary education finished by the maturitní zkouška examination and preparing students especially for the entry to the higher education institution. Six- or eight-year gymnázia in its lower grades provide pupils with the basic education. Also a common term for the above mentioned courses.

internát *(Internát, internát, Internáty, internáty)*: A youth home provides accommodation, education and care and meals for children and pupils of independent schools for persons with disability.

jesle *(Jesle,jeslí,jeslím,jeslích,jeslemi)*: A child health facility established by municipality taking care for all-around development of children usually up to 3 years of age. It is not part of the education system. It is under responsibility of the Ministry of Health.

kvestor *(Kvestor,kvestora,kvestorovi,kvestorem,kvestoři,kvestorů,kvestorům,kvestory,kvestorech)*: A bursar is a senior higher education institution employee who has the administrative responsibility and no teaching obligations.

lektor *(Lektor,lektora,lektorovi,lektorem,lektoři,lektorů,lektorům,lektory,lektorech)*: A member of academic staff of higher education institution who as a rule is a specialist in some field of study without higher scientific titles and whose main occupation is teaching, also a term for teacher in adult education.

málotřídní škola *(Málotřídní škola,málotřídní školy,málotřídní škole,málotřídní školu,málotřídní školou,málotřídních škol,málotřídním školám,málotřídních školách,málotřídními školami)*: Common name for a school in which it is possible to teach pupils of several grades together in one class. At the primary level depending on local condition, the school can have from one to four classes. School can have both levels (full organised) or only primary level, it is not possible to merge several grades together on the second level.

mateřská škola *(Mateřská škola,mateřské školy,mateřské škole,mateřskou školou,mateřských škol,mateřským školám,mateřských školách,mateřskými školami)*: A school taking ensuring pre-school education for children from the age 3 until 6 when they start the compulsory education. It is a part of the education system. Its organising body is usually a municipality, possibly private founder or church. Regions and the Ministery of Education are primarily founders of speciální mateřské školy (special nursery schools).

maturitní zkouška *(Maturitní zkouška,maturitní zkoušky,maturitní zkoušce,maturitní zkoušku,maturitní zkouškou,maturitních zkoušek,maturitním zkouškám,maturitních zkouškách,maturitními zkouškami)*: An examination completing study in education programmes where pupil acquires secondary education completed by school-leaving examination. At present provided only at a school level. From 2007/2008 the state and profile (school) part of the examination will be common. It is a prerequisite for an entry to higher and tertiary professional education.

nástavbové studium *(Nástavbové studium,nástavbového studia,nástavbovému studiu,nástavbovém studiu,nástavbovým studiem)*: A follow-up study is organised for graduates who comleted their secondary education by attaining an apprenticeship certificate in related courses of 3-year day form of attendance. The day form of attendance lasts 2 years. It is finished with the maturitní zkouška examination.

odborné učiliště *(Odborné učiliště,odborného učiliště,odbornému učilišti,odborném učilišti,odborným učilištěm,odborná učiliště,odborných učilišť,odborným učilištím, odbornými učilišti,odborných učilištích,odbornými učilišti)*: Type of střední škola (upper secondary school) which provides courses of upper secondary education completed with the type E výuční list certificate for pupils successfully acquiring last year of nine-year základní škola praktická (former zvláštní škola - remedial school).

odborný asistent *(Odborný asistent,odborného asistenta,odbornému asistentovi,odborném asistentovi,odborným asistentem,odborní asistenti,odborných asistentů,odborným asistentům,odborné asistenty,odborných asistentech,odbornými asistenty)*: A specialised assistant is a higher education institution teacher with a varying level of research experience. His teaching obligation is greater than of the senior lecturer or professor. His main concern is tutorials and seminars.

pedagogicko-psychologická poradna *(Pedagogicko-psychologická poradna,pedagogicko-psychologické poradny,pedagogicko-psychologické poradně,pedagogicko-psychologickou poradnu,pedagogicko-psychologickou poradnou, pedagogicko-psychologických poraden,pedagogicko-psychologickým poradnám,pedagogicko-psychologických poradnách,pedagogicko-psychologickými poradnami)*: Educational and psychological counselling is a professional pedagogical psychological and special pedagogical service to children and pupils aged from 3 to 19.

praktická škola *(Praktická škola, praktické školy, Praktické školy, Praktická Škola)*: Type of upper secondary school offering education to pupils with severe mental disability. Educational programme lasts 1 or 2 years, school leavers acquire the level of secondary education (ISCED 2C).

profesor *(Profesor,profesora,profesoru,profesorovi,profesorem,profesoři,profesorů,profesory,profesorům,profesorech)*: A postdoctoral qualification obtained on the basis of a professorship; prior to the appointment high teaching and scientific (artistic) qualification must be demonstrated. Prerequisite is the previous work as a senior lecturer (docent). His/her main task is devoted to lectures and to supervising doctoral candidates. He/she is appointed by the President of the Republic.

rektor *(Rektor,rektora,rektoru,rektorovi,rektorem,rektoři,rektorů,rektorům,rektory,rektorech)*: The top representative of a higher education institution who decides on the issues of the institution. He is promoted to this position after academic senate's recommendation by the President of the Republic for a three-year term.

rigorózní práce *(Rigorózní práce,rigorózní práci,rigorózní prací,rigorózním pracím,rigorózních pracích,rigorózními pracemi)*: A paper which is a part of the rigorózní zkouška examination.

rigorózní zkouška *(Rigorózní zkouška,rigorózní zkoušky,rigorózní zkoušce,rigorózní zkoušku,rigorózní zkouškou,rigorózních zkoušek,rigorózním zkouškám,rigorózních zkouškách,rigorózními zkouškami)*: A state examination (oral and defence of thesis) which can pass a graduate of Master's studies in law, humanities, social sciences, natural sciences. After having passed the exam the titles JUDr., PhDr., RNDr., PharmDr., ThLic. and ThDr. are awarded. Also the final examination of Master's studies in medicine, veterinary medicine and hygiene and dentists'studies. The graduates are awarded titles MUDr. and MVDr and MDDr.

škola v přírodě *(Škola v přírodě,školy v přírodě,škole v přírodě,školu v přírodě,školou v přírodě,škol v přírodě,školám v přírodě,školách v přírodě,školami v přírodě)*: A school in the countryside enables the stay of the children from nursery schools and pupils who fulfil compulsory school attendance in the countryside without interrupting education and thus to compensate the negative influence of the environment.

školní družina *(Školní družina,školní družiny,školní družině,školní družinu,školní družinou,školních družin,školním družinám,školních družinách,školními družinami)*: An after-school centre provides special interest education mostly for pupils of the first stage of the basic school.

školní klub *(Školní klub,školního klubu,školnímu klubu,školním klubu,školním klubem,školní kluby,školních klubů,školním klubům,školních klubech,školními kluby)*: A school club provides special interest education for pupils of the lower secondary stage of basic schools.

školská rada *(Školská rada,školské rady,školské radě,školskou radu,školskou radou,školských rad,školským radám,školských radách,školskými radami)*: A School Council is a body enabling statutory representatives of minor pupils, pupils and students of legal age, pedagogical staff, the founder, and other persons to participate in school management. It is established by a founder who at the same time specifies the number of its members and issues rules for its election. The founder appoints one third of the members, one third is elected by the statutory representatives of minor pupils along with the other pupils and students, and one third is elected by the pedagogical staff of the relevant school. The school head cannot be a member of the School Council.

školský úřad *(Školský úřad,školského úřadu,školskému úřadu,školském úřadu,školským úřadem,školské úřady,školských úřadů,školských úřadech,školskými úřady,školským úřadům)*: A local education authority with local administrative responsibility under jurisdiction of the Ministry of Education. It was an intermediate body between the ministry and the schools, giving them funds and guidance. It was abolished 31 December 2000.

speciálně pedagogické centrum *(Speciálně pedagogické centrum,speciálně pedagogického centra,speciálně pedagogickému centru,speciálně pedagogickém centru,speciálně pedagogickým centrem,speciálně pedagogická centra,speciálně pedagogických center,speciálně pedagogickým centrům,speciálně pedagogických centrech,speciálně pedagogickými centry)*: A special educational centre provides guidance services to pupils with physical and mental disabilities, pupils with health disadvantage integrated into schools and school facilities, pupils with these difficulties in schools, classes, sections or study groups with specialy modified education peogrammes, pupils with health disadvantage in special basic schools (základní škola speciální) and to children with severe mental disability.

speciální škola *(Speciální škola,speciální školy,speciální škole,speciální školu,speciální školou,speciálních škol,speciálním školám,speciálních školách,speciálními školami)*: Shortened term for schools established specifically to ensure the education of children and young people with mental and physical, visual or auditory disabilities, speech impediment, with multiple disabilities, autism and for those with behavioural and learning problems. Through employing special educational methods and tools, they prepare the pupils for their future inclusion in the world of work and social life.

středisko praktického vyučování *(Středisko praktického vyučování,střediska praktického vyučování,středisku praktického vyučování,střediskem praktického vyučování,středisek praktického vyučování,střediskům praktického vyučování,střediscích praktického vyučování,střediskách praktického vyučování)*: A school special purpose facility which provides practical training for pupils of upper secondary schools according to educational documents of particular schools.

středisko výchovné péče *(Středisko výchovné péče,střediska výchovné péče,středisku výchovné péče,střediskem výchovné péče,středisek výchovné péče,střediskům výchovné péče,střediscích výchovné péče,střediskách výchovné péče)*: A school facility for educational care to prevent the genesis and development of nagative behavioural problems of children (e.g. minors from 3 to 18, or possibly majors of 19) or disturbance of the childs healthy development, to reduce or eliminate the cause and outcomes of existing behavioural disorders and to contribute to childs healthy personal development. The services can be ambulatory, can take the form of all-day care or boarding house.

středisko volného času *(Středisko volného času,střediska volného času,středisku volného času,střediskem volného času,středisek volného času,střediskům volného času,střediscích volného času,středisky volného času)*: A leisure time centre has various activities, which can be regular or single for children and youth of all ages. They are divided into Domy dětí a mládeže (children and youth houses) with wide varieties of activities in many areas, and Stanice zájmových činností (special activity stations), focusing on specific areas of interest. They can offer services for fees.

střední odborná škola *(Střední odborná škola,střední odborné školy,střední odborné škole,střední odbornou školu,střední odbornou školou,středních odborných škol,středním odborným školám,středními odbornými školami,středních odborných školách,SOŠ)*: A term for secondary school providing four-year course of střední vzdělání (upper secondary education) completed with maturitní zkouška and/or one- or two-year courses of střední vzdělání completed with závěrečná zkouška - final school-leaving certificate. It usually prepares pupils both for an occupation and for the studies at the higher education institutions. The schools have an institutional specialisation, such as industrial, agricultural, health-related, commercial etc. Initial study takes typically 4 years and is finished with an advanced final examination giving access to higher education. 3 years study is finished by final examination.

střední odborné učiliště *(Střední odborné učiliště,středního odborného učiliště,střednímu odbornému učilišti,středním odborném učilišti,středním odborným učilištěm,střední odborná učiliště,středních odborných učilišť,středním odborným učilištím,středních odborných učilištích,středními odbornými učilišti,SOU)*: A term for secondary school providing two- or three-year courses of střední vzdělání s výučním listem (upper secondry education with apprenticeship certificate) and/or practical four-year courses of střední vzdělání s maturitní zkouškou (upper secondary education with maturitní zkouška examination). It usually prepares pupils for an occupation. They are vocationally oriented but give also broad foundations of general education. A typical lenght of study is 2 to 3 years. School leavers attain střední vzdělání s výučním listem. In a 4-year course the graduate takes a more advanced form of a final exam -the maturitní zkouška- giving an access to higher education, education has a theoretical and practical part.

střední škola *(Střední škola,střední školy,střední škole,střední školu,střední školou,středních škol,středním školám,středních školách,středními školami)*: An upper secondary school, which provides its pupils with the upper secondary education, in case of gymnázium courses also lower secondary education.

střední vzdělání *(Střední vzdělání,středního vzdělání,střednímu vzdělání,středním vzdělání,středním vzděláním)*: A level of education attained by successful completion of education progamme of střední škola (secondary school) lasting 1 or 2 years in a day form of attendance. Provides certain vocational education.

střední vzdělání s maturitní zkouškou *(Střední vzdělání s maturitní zkouškou,středního vzdělání s maturitní zkouškou,střednímu vzdělání s maturitní zkouškou,středním vzdělání s maturitní zkouškou,středním vzděláním s maturitní zkouškou)*: Secondary education completed by a school-leaving examination through successful completion of education programmes of a four-, six- or eight-year gymnázium, of four year education programme of střední škola (secondary school), the education programme of additional studies lasting for a period of 2 years in a day form of attendance or the education programme of shortened studies for acquiring secondary education completed by a school-leaving examination. Also after at least four years study of secondary education of six-year programme at conservatoire or eight years of study of eight-year programme at conservatoire.

střední vzdělání s výučním listem *(Střední vzdělání s výučním listem,středního vzdělání s výučním listem,středního vzdělání s výučním listem,střednímu vzdělání s výučním listem,středním vzdělání s výučním listem,středním vzděláním s výučním listem)*: A level of education attained by successful completion of education programme lasting 2 or 3 years in a day form of attendance or education programme of shortened studies for acquiring secondary education with apprenticeship certificate.

vychovatel *(Vychovatel,vychovatele,vychovateli,vychovatelem,vychovatelé,vychovatelů,vychovatelům,vychovatelích)*: A member of the educational staff (aducator) who performs educational tasks at school facilities (boarding school, after-school centre, school club, school facility for institutional education or protective education or school facility for preventive educational care) and who has acquired the required pedagogical qualifications.

výchovný ústav *(Výchovný ústav,výchovného ústavu,výchovnému ústavu,výchovném ústavu,výchovným ústavem,výchovné ústavy,výchovných ústavů,výchovným ústavům,výchovných ústavech,výchovnými ústavy)*: An educational facility a detentione home or protective education facility for youth from 15 to 18 with serious behavioural difficulties who were ordered institutional or protective education. Towards children caries out mainly educational and social tasks.

výchovný poradce *(Výchovný poradce,výchovného poradce,výchovnému poradci,výchovném poradci,výchovným poradcem,výchovní poradci,výchovných poradců,výchovnými poradci,výchovným*

poradcům,výchovných poradcích): A member of the educational staff (counsellor) at any basic and upper secondary school. They are teachers of origin with special training, their teaching duty is reduced.

vysoká škola *(Vysoká škola,Vysoké školy,vysoké školy,vysoké škole,vysokou školou,vysokých škol,vysokým školám,vysokých školách,vysokými školami)*: It is the general term for a higher education institution or university. The institutions can provide Bachelor's, Master's and in case of a university also Doctoral study programmes, carry out lifelong education. They achieve their aim by close relations of teaching with academic, research, developmental, artistic or other creative activities.

vyšší odborná škola *(Vyšší odborná škola,vyšší odborné školy,vyšší odborné škole,vyšší odbornou školu,vyšší odbornou školou,vyšších odborných škol,vyšším odborným školám,vyšších odborných školách,vyššími odbornými školami)*: Schools providing tertiary professional education (ISCED 5B). The study is finished by the absolutorium examination. Tertiary professional school graduates are awarded a degree diplomovaný specialista (a qualified specialist) written after his/her name and abbreviated as DiS.

vyšší odborné vzdělání *(Vyšší odborné vzdělání,vyššího odborného vzdělání,vyššímu odbornému vzdělání,vyšším odborném vzdělání,vyšším odborným vzděláním)*: a) Tertiary professional education is a level of education (ISCED B) achieved after a successful graduation at a tertiary professional school. The lenght of tertiary professional education, in the day form of attendance, lasts three years including vocational training, with regard to medical branches it lasts up to three and half years and is finished with the final school leaving examination - absolutorium. b) Tertiary professional education at conservatoire. An art education which lasts either six years in a day form of attendance (first four years correspond to ISCED level 3B) or eight years (first six years correspond to ISCED level 3B).

výuční list *(Výuční list,výučního listu,výučnímu listu,výučním listu,výučním listem,výuční listy,výučních listů,výučním listům,výučních listech,výučními listy)*: Apprenticeship certificate obtained on completion of the vocational upper secondary education (střední vzdělání s výučním listem). The výuční list states a clause on graduation of practical education.

základní škola praktická *(Základní škola praktická, základní školy praktické, Základní školy praktické)*: Type of basic school (ISCED 1+2) intended for pupils with mild mental disability. Pupils acquire the level of basic education – základní vzdělání (ISCED 2B). Former term - zvláštní škola.

základní škola speciální *(Základní škola speciální,základní školy speciální,základní škole speciální,základní školu speciální,základní školou speciální,základních škol speciálních,základním školám speciálním,základních školách speciálních,základními školami speciálními)*: Type of basic school (ISCED 1+2) offering education to pupils with severe mental disability, multiple disabilities and autism. Upon completing educational programme of základní škola speciální pupils acquire the level of basic education (ISCED 2C). Former term – pomocná škola.

základní škola *(Základní škola,základní školy,základní škole,základní školu,základní školou,základních škol,základním školám,základních školách,základními školami)*: A school where pupil fulfils his/her compulsory school attendance. It is divided into two stages, first (1-5 grades) corresponding to the primary level, and second stage (6-9 grades) corresponding to the lower secondary level. On completion of school pupils acquires a level of basic education. The organising body is a municipality.

základní umělecká škola *(Základní umělecká škola,základní umělecké školy,základní umělecké škole,základní uměleckou školu,základní uměleckou školou,základních uměleckých škol,základním uměleckým školám,základních uměleckých školách,základními uměleckými školami)*: A basic school of art providing basic education in individual fields of art and preparing pupils for studying courses and branches taught at the upper secondary schools of artistic nature and conservatoires. It can organise adult education.

základní vzdělání *(Základní vzdělání,základního vzdělání,základnímu vzdělání,základním vzdělání,základním vzděláním)*: A level of basic education acquired by a pupil through successful completion of the education programme of basic education at a basic school, at the lower secondary level of six- or eight-year gymnázium, or in the corresponding level of the eight-year education programme at a conservatoire. The level of basic education can be also acquired after completing compulsory school education through successfully completion of the course for acquiring basic education organised at basic or secondary schools.

základy vzdělání *(Základy vzdělání,základů vzdělání,základům vzdělání,základech vzdělání)*: A level of education acquired by a pupil through completion of the education programme of basic education at a special basic school.

závěrečná zkouška *(Závěrečná zkouška,závěrečné zkoušky,závěrečné zkoušce,závěrečnou zkoušku,závěrečnou zkouškou,závěrečných zkoušek,závěrečným zkouškám,závěrečných zkouškách,závěrečnými zkouškami)*: A final school-leaving examination in the fields of study providing secondary education and secondary education with an apprenticeship certificate. It consists of

practical and theoretical examination of vocational subjects and in case the education is completed by attaining apprenticeship certificate of a written and oral examination as well as a practical examination.

Legislation

Act on asylum and amendments to Act No. 283/1991 Col., on the Police of the Czech Republic as amended (Law): 11. 11. 1999, 325/1999, Sbírka zákonů ČR, částka 106/1999, s. 7385, http://portal.gov.cz/wps/portal/_s.155/699/place (31. 3. 2008)

Act on budgetary rules and amending some related Acts (budgetary rules) (Law): 27. 6. 2000, 218/2000, Sbírka zákonů ČR, částka 65/2000, s. 3104, http://portal.gov.cz/wps/portal/_s.155/699/place (31. 3. 2008)

Act on budgetary rules of local and regional budgets (Law): 7. 7. 2000, 250/2000, Sbírka zákonů ČR, částka 73/2000, s. 3557, http://portal.gov.cz/wps/portal/_s.155/699/place (31. 3. 2008)

Act on business trade (Business trade act) (Law): 2. 10. 1991, 455/1991, Sbírka zákonů ČR, částka 87/1991, s. 2122, http://portal.gov.cz/wps/portal/_s.155/699/place (31. 3. 2008)

Act on educational staff and modification of some acts (Law): 24. 9. 2004, 563/2004, Sbírka zákonů ČR, částka 190/2004, s. 10333, http://www.msmt.cz/documents-1/act-no-563-2004-collection-of-law-on-pedagogical-staff-and-on-the-amendment-to-some-other-acts; http://portal.gov.cz/wps/portal/_s.155/699/place (31. 8. 2007)

Act on employment (Law): 13. 5. 2004, 435/2004, Sbírka zákonů ČR, částka 143/2004, s. 8270, http://portal.mpsv.cz/sz/obecne/prav_predpisy/akt_zneni/z_435_2004 (31. 3. 2008)

Act on family (Law): 4. 12. 1963, 94/1963, Sbírka zákonů ČR, částka 53/1963, s. 0339, http://portal.gov.cz/wps/portal/_s.155/699/place (31. 3. 2008)

Act on financial control in state administration and on amendments of some acts (Act on financial control) (Law): 9. 8. 2001, 320/2001, Sbírka zákonů ČR, částka 122/2001, s. 7264, http://portal.gov.cz/wps/portal/_s.155/699/place (31. 3. 2008)

Act on freedom of religious persuasion and status of churches and religious communities (Act on churches and religious communities) (Law): 27. 11. 2001, 3/2002, Sbírka zákonů ČR, částka 2/2002, s. 82, http://portal.gov.cz/wps/portal/_s.155/699/place (31. 3. 2008)

Act on Higher Education Institutions (the Higher Education Act) (Law): 22. 4. 1998, 111/1998, Sbírka zákonů ČR, částka 39/1998, s. 5388, http://www.msmt.cz/education/the-higher-edcation-act; http://portal.gov.cz/wps/portal/_s.155/699/place (31. 3. 2008)

Act on income taxes (Law): 20. 11. 1992, 586/1992, Sbírka zákonů ČR, částka 117/1192, s. 3473, http://portal.gov.cz/wps/portal/_s.155/699/place (31. 3. 2008)

Act on institutional education and protective care in school facilities and on preventive educational care in school facilities and amendment to other acts (Law): 5. 2. 2002, 109/2002, Sbírka zákonů ČR, částka 48/2002, s. 2978, http://portal.gov.cz/wps/portal/_s.155/699/place (31. 3. 2008)

Act on judiciary in the matters of youth (Law): 25. 6. 2003, 218/2003, Sbírka zákonů ČR, částka 79/2003, s. 4030, http://portal.gov.cz/wps/portal/_s.155/699/place (31. 3. 2008)

Act on living standard and subsistence level (Law): 14. 3. 2006, 110/2006, Sbírka zákonů ČR, částka 37/2006, s. 1300, http://portal.gov.cz/wps/portal/_s.155/699/place (31. 3. 2008)

Act on measures in the system of the central state administration bodies of the Czech Republic (Law): 23. 9. 1992, 474/1992, Sbírka zákonů ČR, částka 95/1992, s. 2732, http://portal.gov.cz/wps/portal/_s.155/699/place (31. 3. 2008)
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