OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes

Country Background Report for the Czech Republic

June 2011

This report was prepared by the Institute for Information on Education as an input to the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. The document was prepared in response to guidelines the OECD provided to all countries. The opinions expressed are not necessarily those of the OECD or its member countries. Further information about the OECD Review is available at www.oecd.org/edu/evaluationpolicy.
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive summary ........................................... 4</td>
</tr>
<tr>
<td>Chapter 1: System of pre-primary (pre-school), basic (primary and lower secondary) and upper secondary education in the Czech Republic .................................................. 8</td>
</tr>
<tr>
<td>1.1 Education population and language of instruction ........................................................................ 8</td>
</tr>
<tr>
<td>1.2 Legislation and binding curricular documents ............................................................................ 8</td>
</tr>
<tr>
<td>Chapter 2: The framework for evaluation and assessment ................................................................. 19</td>
</tr>
<tr>
<td>2.1 Current approach ............................................. 19</td>
</tr>
<tr>
<td>2.2 Context ........................................................... 22</td>
</tr>
<tr>
<td>2.3 Initiatives and implementation ............................. 23</td>
</tr>
<tr>
<td>Chapter 3: System evaluation ...................................... 28</td>
</tr>
<tr>
<td>3.1 Current practices ............................................. 28</td>
</tr>
<tr>
<td>3.2 Implementation of system evaluation ...................... 34</td>
</tr>
<tr>
<td>3.3 Policy initiatives ............................................. 35</td>
</tr>
<tr>
<td>Chapter 4: School assessment ....................................... 38</td>
</tr>
<tr>
<td>4.1 Current practices ............................................. 38</td>
</tr>
<tr>
<td>4.2 Implementation of school assessment ...................... 50</td>
</tr>
<tr>
<td>4.3 Policy initiatives ............................................. 52</td>
</tr>
<tr>
<td>Chapter 5: Teacher appraisal ...................................... 54</td>
</tr>
<tr>
<td>5.1 Current practices ............................................. 54</td>
</tr>
<tr>
<td>5.2 Implementation of teacher appraisal ...................... 64</td>
</tr>
<tr>
<td>5.3 Policy initiatives ............................................. 65</td>
</tr>
<tr>
<td>Chapter 6: Student assessment ....................................... 68</td>
</tr>
<tr>
<td>6.1 Current practices ............................................. 68</td>
</tr>
<tr>
<td>6.2 Implementation of student assessment ...................... 78</td>
</tr>
<tr>
<td>6.3 Policy initiatives ............................................. 80</td>
</tr>
<tr>
<td>Chapter 7: Other types of evaluation and assessment ................................................................. 81</td>
</tr>
<tr>
<td>7.1 Evaluation of head teachers .................................. 81</td>
</tr>
<tr>
<td>7.2 Evaluation of the use of resources under the Education for Competitiveness Operational Programme ... 83</td>
</tr>
<tr>
<td>References ................................................................ 85</td>
</tr>
<tr>
<td>Annex 1: Projects to Support Evaluation in Education (CSI 2010a) .................................................. 88</td>
</tr>
<tr>
<td>Annex 3: An Overview of Indicators of the Last Two Long-term Policy Objectives .................................. 92</td>
</tr>
<tr>
<td>Annex 4: Content of annual school report .......................................................................................... 105</td>
</tr>
</tbody>
</table>
Executive summary

1. The Czech education system is characterised by a high level of decentralisation. The main responsibility for the quality of education lies with schools and teachers. In evaluation, major emphasis is placed on accountability function, formative evaluation is rather sporadic. The main body responsible for quality control is the Czech School Inspectorate. The monitoring and evaluation of quality in education has been carried out through a set of separate measures and hence it is repeatedly pointed out in policy and strategic documents that a comprehensive system has not yet been created.

School system

2. In the Czech Republic the responsibilities for the education system are distributed among individual levels of administration - the central government, 14 regions and municipalities. Regions are provided with a high degree of autonomy and are organising bodies for upper secondary schools. Municipalities are organising bodies for nursery schools and basic schools.

3. Nursery school is optional and is attended by children from 3 to 6. Compulsory education takes nine years (age 6 to 15) and is divided into 2 stages. At the end of the first stage (end of grade 5) pupils can apply for eight-year grammar schools. After finishing basic school students can choose between grammar schools, technical schools and vocational schools. Grammar schools and technical schools lead to a school leaving examination ("maturita") that entitles students to apply for tertiary studies. Vocational programmes are completed by an award of an apprenticeship certificate and prepare students for direct entry into the labour market. The Czech education system is characterized by early tracking, a low proportion of students in general upper secondary programmes and a high completion rate in ISCED 3 programmes.

4. In the Czech education system schools design their own curricula (school education programmes) that have to be in agreement with the national framework.

System evaluation

5. The education system is evaluated by the Ministry of Education, Youth and Sports and by the Czech School Inspectorate. The ministry carries out evaluation of the education system through the Status report on the development of the education system of the Czech Republic (the MoEYS’s Annual Report) and through a strategic document entitled Long-term policy objectives of education and development of the education system. The annual reports are to evaluate how the objectives set out in the Long-term policy objectives of education and development of the education system, approved at four-year intervals, are being fulfilled.

6. The Annual Report sums up the main organisational and legislative changes that occurred in the given year and presents statistical indicators describing the situation and development in pre-school (pre-primary), basic (primary and lower secondary), upper secondary, and tertiary professional education. The report also contains information about educational staff in the system, the funding of schools and the labour market situation of school leavers. Statistical data are published annually in Statistical Yearbooks on Education.
7. The Czech School Inspectorate includes its evaluation of the education system in its annual report and thematic reports. The *Annual Report of the Czech School Inspectorate* contains overall findings concerning the current state of affairs in the education system as identified during inspection activities carried out in the previous school year. Some information is gathered as part of thematic inspections that focus on certain specific aspects of the education system.

8. The Czech Republic is divided into 14 regions that are provided with a high degree of autonomy. Evaluation of the education system in regions is implemented by the respective regional authorities and included in the *Status report on development of the education system of the region* (annual reports of regions). It consists of: a) evaluation of individual levels of the education system, b) a section concerned with economic issues, and c) evaluation of the fulfilment of the *Long-term policy objectives* and implementation of individual measures in the relevant region in the previous period. The report also includes evaluation of compliance with the *Long-term policy objectives of the Czech Republic*.

9. A basis for evaluation of the education system is provided by international comparative surveys. The Czech Republic participates in assessments of student achievement organised by both IEA and OECD. Data from international comparisons represent the only source of information about the state and development of the education system and its performance as the Czech Republic (with the exception of standardized examination in ISCED 3A programmes) does not organise any national assessment or monitoring. In last years, the international surveys disclosed deterioration in all assessed domains.

**School evaluation**

10. Evaluations of schools take the form of self-evaluation and evaluation by the Czech School Inspectorate and the organising bodies. School self-evaluation is defined in and introduced by the Education Act of 2005. Schools are currently learning how to systematically evaluate different aspects of school practice and how to utilise their findings when planning their further development.

11. Self-evaluation should serve as a basis for improving the work of schools and its results are reflected in external evaluations carried out by the Czech School Inspectorate in a manner that is regulated by the internal rules of the CSI. According to an amendment to the Education Act that is currently under discussion, self-evaluation will only serve as a basis for developing a school annual report and will no longer constitute a background material for external evaluation.

12. The CSI defines and publishes general criteria for evaluations of schools on annual basis. Evaluations carried out through observing school practice are implemented once every three years. Observations are collected in an inspection report which is publicly available.

13. Evaluations made by school organising bodies differ from one municipality and region to another and mostly focus on economic aspects of school activities.

**Appraisal of teachers and head teachers**

14. Evaluation of teacher performance is the responsibility of head teachers. It is rather informal and has no common framework. To a large extent, evaluation practices differ
between individual schools. The most common form of teacher appraisal is classroom observation, while in the majority of schools no criteria for assessing classroom performance are stated.

15. The same is true of the evaluation of head teachers, which is the responsibility of individual organising bodies. There is no common framework for the evaluation of head teachers. The scarce pieces of information available in this area show that, in most cases, there is no formal evaluation and head teacher performance is assessed exclusively on the basis of economic and managerial criteria. Educational leadership is not taken into account, since it is supposed to be evaluated by CSI. The performance of head teachers is also evaluated within the framework of school inspections carried out by CSI.

**Student assessment**

16. Evaluation of pupils is within the exclusive competence of teachers. Pupils are evaluated on an ongoing basis, usually through written tests and oral examinations. Written tests are usually in the form of open questions. During an oral examination the pupil answers questions asked by the teacher in front of the classroom at the beginning of the teaching period. Emphasis is placed on summative assessment in the form of a mark. Assessment is based on comparisons between pupils in the classroom, whilst monitoring of the individual progress of each child is very exceptional. Twice a year pupils receive a school report with evaluations of their results in all school subjects taught in the relevant term and of their behaviour. Rules for evaluating pupils are laid down in the school education programme of a particular school and are part of internal school regulations.

17. A pupil who has failed at the end of the second term is obliged to repeat the grade, while each pupil may repeat only once in each stage (once during primary and once during lower secondary education). However, the rate of repeating grades is very low in the Czech Republic.

18. Pupils do not take any national examination at the level of compulsory schooling. The documentation confirming the completion of basic education comes in the form of a school report on the successful completion of the last grade that corresponds with the compulsory education.

19. Upper secondary education is completed by an examination. Upper secondary programmes at ISCED 3A level lead to a school-leaving examination entitled “maturita”. After this examination has been passed, the student receives a school-leaving examination certificate that entitles him/her to apply for tertiary education.

20. Till 2011, the school-leaving examination was exclusively the responsibility of each school. Starting in spring 2011, students are supposed to take a standardised examination in addition to a school examination. In 2011, they took examination in Czech Language and literature and in either mathematics or a foreign language.

21. Three-year secondary programmes at ISCED 3C level that lead to an apprenticeship certificate are completed by passing a final examination. After the final examination has been passed the pupil receives a certificate on the final examination and the relevant apprenticeship certificate.
22. Since the school year 2010/2011 the National Institute of Technical and Vocational Education has begun to provide schools with unified tasks to help with the standardization of examinations in individual fields of education.

23. When moving to a higher level of education, in some cases pupils take entrance examinations, the content of which is exclusively the responsibility of individual schools. These examinations traditionally represented an important milestone on the educational path and the preparation of pupils for such examinations was a high priority.

24. Hand in hand with the population decline the frequency of organisation of entrance examinations at the point of transition to both ISCED 3 and ISCED 5 has been decreasing. The majority of students can enrol in the programme they have selected without any entrance examination.

*Intended policy measures*

25. In 2010, the MoEYS expressed the intention to introduce standardized testing of pupils attending the 5th and 9th grades of compulsory schooling. Preparations for the tests to be taken in the 5th and 9th grades of basic schools started in 2010. Four working groups, under the aegis of the MoEYS, were set up in November. They are made up of employees of the MoEYS, the Research Institute of Education and head teachers. The working groups’ assignment is to develop standards which are to serve as a basis for developing tests. The tests should be piloted in 2011 and 2012 and fully implemented in 2013.

26. The ways of using the results of the testing and the extent to which they are going to be made public have not yet been specified. MoEYS, however, has high expectations of improved student performance as a result of the introduction of the assessments. Standardized assessment in compulsory education together with the standardized “maturita” examination are the main instruments of education policy aiming at preventing further deterioration of the performance of Czech students.
Chapter 1: System of pre-primary (pre-school), basic (primary and lower secondary) and upper secondary education in the Czech Republic

1.1 Education population and language of instruction

27. In 2008, the number of people aged between 0-29 was 3,609,369 (34.48 % of the total population of 10,467,542). The number of children of compulsory school age (from 6 to 15 years) was 842,030 (8.04 % of the population). The official language of instruction is Czech. Only the Polish minority has its own schools. In the school year of 2009/2010 there were 25 nursery schools, 21 basic schools (providing comprehensive compulsory schooling) and three secondary (upper-secondary) schools (one general and two vocational) teaching in Polish.

1.2 Legislation and binding curricular documents

28. Since 1 January 2005, the Czech education system has been operating under new acts: the Education Act No. 654/2004 Coll. that regulates education from pre-school to upper secondary and tertiary professional education and its public administration, and Act No. 563/2004 Coll., on Pedagogical Staff and on the amendment some other acts that regulates the teaching profession at the same levels of education. Act No. 111/1998 Coll. on Higher Education Institutions and on the amendment to some other acts has regulated higher education since 1999.

29. The Education Act defines the educational goals as follows:

a) the personal development of a human being who shall possess knowledge and social competencies, moral and spiritual values for their personal and civil life, for the execution of a profession or working activities, and for acquiring information and learning in the course of life;

b) acquiring general education or general and vocational education;

c) understanding of and application of principles of democracy and a legal state, fundamental human rights and freedoms along with responsibility and a sense of social coherence;

d) understanding and application of the principle of equality of women and men in society;

e) the formation of national and state citizenship awareness and respect for the ethnic, national, cultural, language and religious identity of every person;

f) knowledge of global and European cultural values and traditions, understanding and acquiring principles and rules arising from European integration as a basis for coexistence at national and international levels;

g) acquisition and application of knowledge of the environment and its protection arising from the principles of sustainable growth and of safety and the protection of health.

30. The Education Act has introduced educational reform that encompasses two-level curricula for pre-primary, primary and secondary education. It enacts the responsibilities of the ministry and schools with respect to the new curricula:

31. Framework education programmes shall be published for each field of education within basic and secondary education as well as for pre-school, basic artistic and language

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The statistics presented in the chapter come from the Yearbooks on Education (2008/2009 (UV 2009) or 2009/2010 (UV 2010)) if not stated otherwise.

education. Framework education programmes shall define the compulsory content, scope and conditions of education. These shall be binding for the development of school education programmes, the evaluation of children’ and pupils’ results in education, the development and assessment of textbooks and teaching texts, and, furthermore, framework education programmes shall be a binding basis for specifying amounts of funds to be allocated.

32. Framework education programmes shall specify, in particular, the concrete objectives, forms, length and compulsory content of education, both general and vocational, in accordance with the focus of a particular field of education, its organisation, professional profile, conditions of the course of education and the manner of completing the education, principles for the development of school education programmes as well as conditions for the education of pupils with special educational needs, and shall determine required materials, personnel and organisational conditions, and conditions for health protection and safety.

33. In the academic year 2010/2011 almost all students in compulsory education are educated according to framework education programmes (FEPs)\(^3\). In upper secondary education this is true only for a small part of the students\(^4\).

1.3 Administration and financing

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

35. The Ministry of Education, Youth and Sports (the MoEYS)\(^5\) is responsible for the state education policy and the overall strategy. Every four years the MoEYS develops a strategic plan entitled *Long-term policy objectives of education and development of the education system* (*Long-term policy objectives*) that is submitted to the government for approval.

36. The Ministry of Education, Youth and Sports is responsible, above all, for the following:

- the overall policy, condition and development of the education system;
- specification of the content of education; approval of framework education programmes which are the basis for the development of school education programmes (SEPs);
- accreditation of education programmes for tertiary professional schools and for higher education institutions;
- the state funding policy in education – for setting the budget for education and for determining the principles for its allocation;
- administration of the Register of Schools and School Facilities and the Register of Legal Entities Performing Activities of Schools. The registers provide for the proper working of the education system and for its effectiveness and consistency: only a registered institution is authorised to provide recognised education of the prescribed form and

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\(^3\) Basic schools were obliged to start teaching according to their newly developed school education programmes in the academic year 2007/2008 in grades 1 and 6.

\(^4\) As concerns secondary schools, the new curricula are being introduced gradually as there are more than 250 specific fields of education and specific FEPs have to be developed for each field. Secondary general schools and some vocational schools started teaching according to their SEPs in the 1\(^{st}\) grade in the academic year 2009/2010. The remaining vocational schools will start in 2012/2013.

scope within a specified field of education, and entitled to funding from the relevant public resources;

- the establishment (as an organising body) of institutions for the in-service training of teachers and facilities for institutional and protective education.

37. Regions are responsible for education in their territories. Regional authorities develop *Long-term policy objectives* for their specific region in compliance with the national strategic plan every four years. Regional authorities are also the organising bodies for various schools - particularly upper-secondary and tertiary professional schools.

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

39. The Ministry of Defence, the Ministry of the Interior, the Ministry of Justice and the Ministry of Labour and Social Affairs are authorised to establish some schools and school facilities as the state’s organisational units or their parts.

40. All schools have had the status of legal entities since 1 January 2003. As part of this change, head teachers were given full responsibility for the quality of the educational process, for the financial management of their schools, for appointing and dismissing teachers and for relations with the community and the general public. By law, the school’s organising body is obliged to establish a school board in order to make it possible for the parents, pupils, educational staff, and the public to participate in the administration of the school. Organizing bodies appoint head teachers as a result of an appointment procedure; head teachers can only be dismissed on the grounds as stipulated in the Education Act.

41. Schools administered by regions and municipalities are funded from two sources: capital and running (operational) costs are financed by their organising bodies (regions and municipalities from regional/municipal budgets). Educational costs (salaries and teaching aids) are allocated from the state (central) budget by the MoEYS via the regional administration. Funding is based on the per capita principle. For schools, the per capita amount is determined at the central level for four age groups corresponding to respective levels of education (ISCED 0-3, 5B) and distributed to regions according to the number of pupils falling under the respective age category. Regions determine the per capita amounts provided to different schools.

42. In 2009/2010 most pupils in compulsory and post-secondary (non-tertiary) education attend public-sector schools (98.0 % and 83.8 %).

43. In addition to public-sector schools (whose organising bodies are also public), the organising bodies of schools can also be registered churches and religious societies that have been authorised to exercise a special right to establish denominational schools. Moreover, schools and school facilities may be established by other legal entities or natural persons that operate as legal entities involved in education or in accordance with special legal regulations and whose subject of activities is the provision of education or educational services pursuant to the Education Act.

44. The first private basic and secondary schools were established in 1990. The usual legal form is a commercial or non-profit organisation subsidised by the state. Both private and denominational schools represent 2.4 % of the total number of basic schools and 1.3 %
of their pupils; with regard to upper secondary schools the proportion is 25.7 % of schools and 15.8 % of pupils; in terms of tertiary professional schools, the share was 32.6 % of institutions and 32.0 % of students in 2009/10. The funding of private schools is based on the same per capita principle as for public schools. Basic subsidies (50-80 % of the amount granted to similar public institutions, according to the type of school) can be increased to 80-100 % if the school meets a set of criteria. Denominational schools receive the same funding as public schools directly from the MoEYS. Education in private and denominational schools does not differ significantly from education in public schools.

45. The Czech School Inspectorate is a public administration body reporting to the MoEYS. It is responsible for monitoring schools and school facilities and checking on the conditions and results of the education they provide, the quality of their management, the efficiency of the use of resources and compliance with binding regulations (at all levels except for higher education institutions).

1.4 Structure of the system

46. The following page shows the diagram of the Czech education system. The subsequent paragraphs give detailed description of each ISCED level.
1.4.1 Pre-primary education

47.  *Mateřská škola* (nursery school; kindergarten) is a component of the education system with a long tradition. Pre-school education is based on the Framework Education Programme for Pre-primary Education that was approved by the MoEYS in 2004 and has been obligatory for schools from 2007/08. Attendance is not compulsory; nevertheless it covers approximately 85 % of the total age group (3-6 years), 92 % in the pre-school year. Pre-school education in the year prior to compulsory schooling is free of charge and children have a legal right to attend it. Parents can be asked to pay a maximum of 50 % of the running (not educational) costs covered by the respective municipality.

<table>
<thead>
<tr>
<th>Mateřská škola (nursery school)</th>
<th>Typical age</th>
<th>ISCED level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3–6</td>
<td>0</td>
</tr>
</tbody>
</table>

48.  In the school year 2008/2009 there were 4,809 nursery schools.

49.  For socially disadvantaged children, preparatory classes may be established during the year prior to their starting compulsory schooling at basic schools (*základní škola*).

1.4.2 Compulsory education

50.  School attendance is compulsory for nine years, usually from 6 to 15. All pupils start in a comprehensive single structure institution called basic school (*základní škola*); during the second level it is possible to proceed to gymnázium – a secondary school providing general education – or to the eight-year taneční konzervatoř (dance conservatoire).

<table>
<thead>
<tr>
<th>Phases of Education (institutions)</th>
<th>Typical age</th>
<th>ISCED level</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Základní škola</em> (single structure)</td>
<td></td>
<td>1 + 2</td>
</tr>
<tr>
<td>– primary education</td>
<td>First level: 6–11</td>
<td>1</td>
</tr>
<tr>
<td>– lower secondary education</td>
<td>Second level: 11–15</td>
<td>2</td>
</tr>
<tr>
<td>Lower stage of six- year and/or eight-year <em>Gymnázium</em> (general lower secondary education)</td>
<td>11/13–15</td>
<td>2</td>
</tr>
<tr>
<td><em>Taneční konzervatoř</em> – dance conservatoire</td>
<td>11–15</td>
<td>2</td>
</tr>
</tbody>
</table>

In the school year 2008/2009 there were 4,133 basic schools.

Admission criteria

51.  Catchment areas of schools are defined, but the choice of school is free. Before the start of compulsory schooling children undergo an enrolment procedure. The nature of the procedure is exclusively the responsibility of school management. The child’s ability to concentrate on a given task and his/her vocabulary are the aspects that are normally
observed. Some schools test the knowledge of colours and a simple drawing. It is also up to each particular school what level of the child’s maturity (or the lack of it) it is ready to accept. If the teachers observing the child are uncertain about the child’s school readiness, they can recommend that the parents consult a psychological guidance centre. The system of testing for school readiness is not standardized in these centres. The centre can recommend that parents should seek a postponement of schooling for their child, or enrol their child in a classroom or school outside the mainstream. The final decision is in the hands of the parents.

52. Pupils can leave basic school (základní škola) after successfully completing the fifth grade (in the case of the eight-year secondary general school - gymnázium) or the seventh grade (in the case of the six-year secondary general school - gymnázium). The enrolment procedure usually includes an admission examination set by the head teacher. There are 11% pupils in the age group (between 11 and 15 years) attending secondary general school - gymnázium (2009/10). The enrolment procedure for education at conservatoires takes the form of an aptitude test. There are only some 0.07% of pupils between 11 and 15 years implementing their compulsory school attendance at eight-year dance conservatoires.

Length of the school day/week/year

53. The school year begins on 1 September and ends on 31 August of the following year. In 2009/2010, the school year comprises 196 days of teaching. Lessons of 45 minutes are spread over five days a week. The timetable is 18-26 lessons at the first stage, 28-32 lessons at the second stage (and the number of lessons is increased gradually). In 2006/2007 it was extended by five hours. Lessons are held mostly in the morning. Apart from education, schools offer their pupils in lower grades all-day care and some of them also leisure activities in school facilities/school clubs also for older students.

Class size/student grouping

54. The number of pupils per class is between a minimum of 17 and maximum of 30. In 2009/2010, the average class size was 20 pupils. The co-educational classes are made up of pupils of the same age. Small municipalities can organise schools (primary stage only) with one or more classes of mixed age. At the first stage, one teacher normally teaches all school subjects.

Evaluation and content of education

55. The binding document for education in basic school (základní škola), as well as at the lower level of six-year and eight-year secondary general school (gymnázium), is the Framework education programme for basic education (FEP BE) approved by the MoEYS in 2005. On the basis of the FEP BE schools prepare their school education programmes (SEPs): in 2009/2010 basic schools provided instruction according to their SEPs in most grades.

56. The FEP BE defines nine main educational areas consisting of one or more educational fields, cross-curricular topics, complementary educational fields and key competences of a school leaver. The FEP BE specifies the curriculum within each of

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the fields of education, i.e. the recommended content and expected outcomes at the end of every period (the first stage is divided into the first and second level: grades 1-3 and 4-5 respectively).

57. The educational areas are as follows: Language and Language Communication; Mathematics and Its Application; Information and Communication Technologies; Man and His World; Man and Society; Man and Nature; Arts and Culture; Man and Health and Man and the World of Work. The cross-curricular subjects comprise Moral, Character and Social Education; Civic Education for Democracy; Education towards Thinking in European and Global Contexts; Multicultural Education; Environmental Education and Media Education. Key competencies, as defined in the FEP BE, are learning competencies, problem-solving competencies, communication competencies, social and personal competencies, civil competencies and working competencies. The key competencies are described separately in the curriculum, which allows for their better visibility as a new element of education.

58. School education programmes (SEPs) determine how the subject matter will be distributed into individual grades (or other units such as modules) and define the subject syllabi (a detailed description of the educational content). One educational field can be divided to form one or more subjects or, vice versa, the content of several educational fields may be integrated to form a so-called “integrated subject”. Schools shape their profiles by means of their SEPs. Teaching of a foreign language starts in the 3rd grade, but the head teacher can include it in the 1st grade if there is interest on the part of pupils and if the parents agree.

59. Teachers can choose teaching methods depending on the overall strategy of the school and in line with the proposals or recommendations set out in the respective education programme. Each school is free to choose textbooks to be used by teachers, however only textbooks with MoEYS clause are available free of charge for students in public basic education.

60. The final school report (i.e. a report from the final grade of basic education) is issued along with a special clause confirming that the level of basic education (základní vzdělání) has been achieved. There are neither examinations at the end of a school year, nor any nation-wide testing of pupils' performance. Pupils who have failed in at least one of the compulsory subjects that are set out in the school education programme can repeat a year once at every stage of basic education (this need not apply to non-academic subjects). Approximately 93% of pupils successfully complete basic education and continue their education at a higher level.

61. The MoEYS has a new material developed in order to facilitate continuous assessment of the relevance of the curriculum and its periodical modifications. The proposed system draws on extensive foreign experience. Its introduction in the CR (which would be fully in line with the Education Act) would allow for a prompt and systematic updating of the curriculum. The system also envisages a broader public participation in debates on education which, so far, has not been addressed in the CR in a satisfactory manner.

**Special needs education**

62. Pupils with severe mental disabilities, multiple disorders and autism can be educated in special basic schools according to Framework education programme for educational field basic special school with the prior consent of their legal guardian and on the basis of
a recommendation in writing issued by a medical specialist and the relevant educational counselling facility. Pupils with mild mental disabilities can be educated according to The supplement to framework education programme for children with mild mental disabilities. They can either attend mainstream basic schools or be diverted to special needs classrooms or schools where all pupils are educated according to this reduced curriculum. In 2009/2010, 4.8 % of compulsory school pupils were educated outside mainstream schools. Pupils may be placed in special needs establishments on the basis of an examination carried out by an educational-psychological counselling centre and with parental consent. After finishing compulsory education in a special needs establishment pupils can apply for admission to any upper secondary school.

1.4.3 Upper secondary education

63. The following table gives the description of the programmes available within the system of upper secondary education.

<table>
<thead>
<tr>
<th>Levels of secondary education</th>
<th>Type of education</th>
<th>Length (years)</th>
<th>ISCED level</th>
<th>Typical age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary education completed with a school-leaving examination maturitní zkouška – “maturita” (střední vzdělání s maturitou)</td>
<td>Upper secondary general education – secondary education programmes completed with a general school-leaving examination (maturitní zkouška všeobecného charakteru)</td>
<td>4</td>
<td>3A</td>
<td>15–19</td>
</tr>
<tr>
<td></td>
<td>Upper secondary technical education - secondary education programmes completed a technical/vocational school-leaving examination (maturitní zkouška zaměřená na odborné vzdělávání)</td>
<td>4</td>
<td>3A</td>
<td>15–19</td>
</tr>
<tr>
<td></td>
<td>Art education at conservatories – programmes providing secondary professional education at conservatories (1st to 4th grades of six-year conservatories, whilst the last two grades are included in tertiary professional education according to ISCED 5B)</td>
<td>4</td>
<td>3A</td>
<td>15–19</td>
</tr>
</tbody>
</table>

7 This reduced curriculum puts emphasis upon manual activities (35 lessons vs. 9 lessons for students in mainstream schools) and reduces the content in other subjects (e.g. 4 lessons of foreign language vs. 21 lessons in mainstream schools).

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

9 After completing the 4th grade at six-year conservatories and after the 8th grade of eight-year conservatories students can take a school-leaving examination (those who pass fall in ISCED 3A category).
Secondary education leading to an apprenticeship certificate
(střední vzdělání s výučním listem) | Upper secondary vocational education programmes completed with an apprenticeship certificate (výuční list) | 2/3 | 3C | 15–17/18
---|---|---|---|---
Secondary education (střední vzdělání)| (Upper) secondary general or vocational programmes | 1–2 | 2C/3C | 15–16/17
| Lower secondary general education (programmes provided by practical schools) | 1-2 | 2C | 15–16/17

64. In the 2008/2009 school year there were 1,239 schools providing education leading to a school-leaving examination (“maturita”), 541 schools providing programmes leading to an apprenticeship certificate (výuční list) and 111 schools providing secondary education that does not require any certificate of completion.

65. In 2009/2010 the enrolment in upper secondary schools was 556,260 students. 396,214 students studied in programmes leading to “maturita”, of these 143,851 studied in general programmes.

66. In 2008/209 there was 123,151 upper secondary school leavers: 24,701 (20 %) completed upper secondary general education with a general school-leaving examination, 91,059 (54 %) completed upper secondary technical education with a technical/vocational school-leaving examination and 32,182 (26 %) completed secondary education programmes without “maturita”. This means that 74 % of the school leavers passed “maturita” and could go on studying at higher education institutions. 80 % school leavers completed technical/vocational programmes.

**Admission requirements**

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

**Evaluation and content of education**

68. In the 2009/2010 school year, pupils in most grades were taught according to the education programmes approved by the MoEYS.

69. The Framework education programme for (upper) secondary general schools (gymnázium)\(^{10}\) defines eight educational areas, five cross-curricular subjects and the six key

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\(^{10}\) Pupils attain (upper) secondary education through successful completion of a programme lasting one or two years. Pupils can attend programmes at practical school (praktická škola) (1–2 years; ISCED 2C) or two or three-year programmes providing secondary education ((2 years; ISCED 3C).

\(^{11}\) The English version of the Framework Education Programme for (Upper) Secondary General Schools is available at old.vuppraha.cz/soubory/RVP_G-anj.pdf
competences of a school leaver. The number of lessons taught per week must always be between 27 and 35 in each grade. The head teacher determines optional subjects and decides on how the time (lessons) available will be used.

70. The *Framework education programmes for technical and vocational education* include general as well as technical/vocational educational areas, cross-curricular subjects and key and professional competencies. Specific FEPs are being developed for all vocational and technical fields (see footnote 4).

71. Specific framework education programmes for follow-up courses (ISCED 4A level) have also been developed. These shortened programmes (4A or 4C) are based on framework education programmes for the respective type of upper secondary education.

72. Conservatoires prepare students for the performance of artistic activities in the fields of dance, music, singing and drama. Framework education programmes for programmes at conservatoires were completed in 2010. The structure of these FEPs is similar to that of FEPs developed for upper secondary vocational education.
Chapter 2: The framework for evaluation and assessment

2.1 Current approach

73. The monitoring and evaluation of quality in education has been carried out in the Czech Republic largely through a set of separate measures and hence it is repeatedly pointed out in policy and strategic documents that a comprehensive system has not yet been created (e.g. MoEYS 2007). The Ministry of Education, Youth and Sports has the main role in setting up the system and it determines the priorities of educational policy in its *Long-term policy objectives of education and the development of the education system* (see paragraph 3.1.1.).

74. The principal elements of the framework consist of the assessment of student knowledge by their teachers, evaluation of schools carried out by the Czech School Inspectorate (CSI) and by school organising bodies and evaluation of the system largely carried out on the basis of regularly gathered statistical and research-based data and the results of occasional surveys. The way selected policies are implemented is monitored ad hoc (for example implementation of curricular reform, implementation of the strategy for combating socio-pathological disorders and bullying, and so forth).

75. The main objective of evaluation activities is to ensure the quality of education. Evaluation of pupils’ achievement has a motivating function, provides feedback and also serves as one of criteria for decisions concerning the future educational path of pupils. The primary aim of external evaluations of schools is to reveal whether there is any serious misconduct and how to correct it. Evaluation of the system as a whole focuses mainly on the monitoring of quantitative indicators and their international comparisons. However, qualitative conclusions are also available. The Research Institute of Education (RIE), in co-operation with a leading research organisation at Masaryk University in Brno, carries out monitoring and both qualitative and quantitative evaluation of curricular reform. In co-operation with the Institute for Information on Education RIE obtains data as part of “Quick surveys” (see paragraph 3.1.1.) focusing on specific issues.

76. Strategic and planning documents concerning educational policy stem from the description of the current operation of the system and its projected development. The outcomes of evaluation are not, however, being used by authors of the educational policy systematically. Decisions concerning educational policy are based on the opinions of individuals involved in the process rather than on systematic work with existing data. The average term of office for a minister of education since 1989 has been less than two years.

77. Schools are obliged to assess their progress in the areas stated in Decree No. 15/2005 Coll. (see Chapter 4.1.1) at regular intervals and to reflect this assessment in their work; on the other hand they are free to decide what they do with the findings they make.

78. Evaluation of pupils is within the exclusive competence of teachers. Pupils are evaluated on an ongoing basis, usually through written tests and oral examinations. Twice a year pupils receive a school report, with evaluations of their results in all school subjects taught in the relevant term, and of their behaviour.

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12 RIE published reports from questionnaire surveys in basic and grammar schools and results of surveys that took the form of structured interviews with school co-ordinators at pilot grammar schools.
Evaluations of schools take the form of self-evaluation and evaluation by the Czech School Inspectorate and the organising bodies. School self-evaluation was defined in and introduced by the Education Act in 2005. Schools are currently learning how to systematically evaluate different aspects of school practice and how to utilise their findings when planning their further development. Some projects financed from ESF (European Social Fund) were launched recently with the aim to help schools implement new policy (see Chapter 3.3). Self-evaluation should serve as a basis for improving the work of schools and its results are reflected in external evaluations carried out by the CSI in a manner that is regulated by the internal rules of the CSI. Evaluations carried out through observing school practice are implemented once every three years. Criteria for evaluations vary from year to year according to the needs that emerge in relation to topical educational issues. Hence each school is evaluated according to the criteria applying at that particular time. Observations are collected in an inspection report which is publicly available. Evaluations made by school organising bodies differ from one municipality and region to another and mostly focus on economic aspects of school activities.

A basis for the evaluation of the education system can be provided by using international comparisons. The Czech Republic participates in assessments of student achievement organised by both IEA and OECD. It is also preparing for participation in an OECD study aimed at teachers – TALIS. The CSI is also involved in the evaluation of the system, and in its annual and thematic reports it publishes qualitative data concerning evaluations of the areas specified by given criteria and by a plan which points out the main tasks to be carried out. The Long-term policy objectives of the Czech Republic define, at regular intervals, indicators on the basis of which the condition and development of the system is assessed, while the CSI evaluates to what extent such indicators have been met. Annual reports drawn up by the Ministry of Education, Youth and Sports (the MoEYS) describe the condition and development of the education system mainly on the basis of statistical indicators.

The evaluation of teacher performance is the responsibility of head teachers, is rather informal and has no common framework. To a large extent evaluation practices and criteria differ between individual schools. The same is true of the evaluation of head teachers, which is the responsibility of individual organising bodies. No common framework exists for the evaluation of head teachers either. The rare pieces of information available in this area (e.g. STEMMARK 2009) show that in most cases there is no formal evaluation and head teacher performance is assessed exclusively on the basis of economic and managerial criteria. Educational leadership is not taken into account, since it is supposed to be evaluated by CSI. The performance of head teachers is also evaluated within the framework of school inspections carried out by CSI.

Strategic documents and analytical reports (MoEYS 2001, MoEYS 2007, CSI 2010a) repeatedly mention the lack of a systemic approach and insufficient interconnection between individual evaluation activities. As a consequence of the absence of a system, diverse approaches towards the evaluation of regional education systems have emerged in regions. The CSI report, which also contains a critical analysis of evaluation activities occurring within the Czech education system (CSI 2010a), states that despite the fact that all elements of the evaluation system are defined by law, in practice requirements stipulated by legal provisions are implemented to different degrees and their quality differs as well. According to the above-mentioned report the following shortcomings still persist:
Absence of a comprehensive ministerial information system and of options for sharing a database platform with clearly defined competencies for organisations which are to meet tasks pertaining to education evaluation at all levels. Building such a national system within the MoEYS is a fundamental prerequisite for improving the current situation.

Non-availability of economic/financial results at the level of schools for evaluation of effectiveness and of a correct focus of financial flows and subsidies means that their impacts on educational achievement cannot be evaluated.

A large number of actors involved in evaluation at different levels; individual institutions implement their evaluations without mutual cooperation and their coherence cannot be identified; activities are not clearly arranged. The national information system for education could become an integrated element for outputs of current narrowly focused information systems managed by individual organisations subordinate to the MoEYS, and could be used for the needs of state administration.

Acquired data of various kinds is managed in isolated databases of individual organisations, and more complex evaluation is difficult or even impossible; for example there is no identification of the respondents involved in international comparisons, which renders any identification of bottlenecks within the system impossible.

A large number of reports, studies and information which are not coordinated and whose summary analysis is difficult and unrealistic; individual activities are assessed in different ways, making the transferability of outputs problematic. Identification of context is limited to mentioning the relevant part of the system or yields results which provide incomplete knowledge of the particular educational circumstances.

Incoherence in the system is on the rise; activities are not coordinated properly and tasks are not prioritised.

Absence of a comprehensive system for measuring student achievement (testing of pupils’ knowledge in selected grades), including a legislative definition of such a system.

Legislative barriers between the budgeting rules of the state and those of regions; minimal influence of the centre on the effective focus of funds in the regions and on school organising bodies to create local networks of schools and school facilities.

These shortcomings are crucial. The whole process of transformation of the school system was based on a clear specification of the principles and aims of education, whilst the process of determining the methods for the achievement of these aims was relatively independent (autonomy of schools). In order to guarantee the coherence and effectiveness of the education system, the existence of a functional system of evaluation seems to be an indispensable condition. Trends in the area of management and evaluation of the education system are moving towards a comprehensive approach to the management and coordination of all available sources. The main competence in the management and evaluation of education systems will consist in the coordination of educational processes relating to principles of lifelong learning at an international level where knowledge, research, development and innovations will predominate. It is not possible to rely only on the results of international tests, since their nature does not permit the identification of the causes of good or poor results on the part of Czech pupils, nor does it permit the identification of the support needs of at-risk schools (CSI 2010a).

The shortcomings in using information generated within the state administration can also be seen in the way that the findings of pedagogical research are used. The use of research and experts’ reports is arbitrary in view of the fact that there is no specific research...
programme aimed at education. As regards the results of research carried out by higher education institutions, central and/or regional authorities show only negligible awareness of them and therefore these results have no systematic use made of them. Nonetheless, in recent years cooperation between organisations directly managed by the MoEYS and academicians engaged in pedagogical research has begun. At present the Research Institute of Education is co-operating with higher education institutions in action research that consists in monitoring of the implementation of curricular reform and observation of the work of basic and grammar schools. Such cooperation has real potential. On the one hand it allows civil servants to profit from the knowledge of academicians in the field of research methods and theoretical findings concerning researched phenomena, whilst on the other hand such cooperation makes researchers concentrate on topical and important areas of education policy.

2.2 Context

85. The quality of the Czech education system was traditionally founded on the standardisation of processes (class instruction according to a detailed syllabus, specified textbooks, detailed guidelines for teachers and standardised procedures for the training of teachers). Student assessment used to be exclusively the responsibility of teachers and was based on oral examinations in front of the whole classroom and regular tests. From those sources the teacher derived a mark that appeared on (biannual) reports. Classroom assessment practices have not changed much over the years (see paragraph 6.1.1). The most important form of assessment used to be entrance examinations to upper secondary and higher education institutions. The entrance examinations were rather demanding and schools were assessed according to the proportion of students successfully accepted into ISCED 3A or ISCED 5A programmes. However, due to the demographic decline and schools’ efforts to attract students, the proportion of successful students has been significantly increasing and entrance examinations have correspondingly lost their importance\textsuperscript{13}. The accessibility of ISCED 3A and 5A programmes is viewed as one the main causes of the deterioration in the performance of Czech students in international comparative studies\textsuperscript{14} and is one of the reasons for the introduction of standardized assessments.

86. Another important aspect is the liberalization of the system after 1989 (free choice of textbooks, more freedom of schools when selecting the content of education and teaching methods, establishment of private schools, autonomy of higher education institutions leading to diversified initial teacher training). Such autonomy has brought about the need to standardise outcomes.

87. In 2002 the reform of public administration substantially affected the governance of the education system, in that a traditional model of sector-based central governance was abolished and the influence of self-government was strengthened. Newly established regions gained significant influence, since these were regions which became organising bodies of secondary and special schools. They also became responsible for the strategy of the education system in the relevant region and for evaluating whether the strategy was being followed. The reform of public administration de facto encouraged the establishment of

\textsuperscript{13} At the end of the 1980s about 40 % of the respective age cohort entered ISCED 3A programmes, but recently this proportion has risen to 75 %; the entry rate to ISCED 5A programmes was 20 %, but recently has risen to 60 %.

\textsuperscript{14} TIMSS 2007 showed significant deterioration of the results of Czech 4th and 8th graders in mathematics. PISA 2009 showed significant deterioration of 15-year-olds in all assessed domains while the deterioration in mathematics was the highest among all participating countries.
fourteen regional education systems. Hand in hand with the public reform municipalities that became organising bodies of kindergartens (nursery schools), basic and special schools have also acquired important competences and they had delegated to them the power to assess the work of schools for which they are responsible. However, the Czech School Inspectorate also remains responsible for school evaluation and is a body that is highly respected by educational staff\textsuperscript{15}. Whilst civil servants working for education departments of regional authorities are, as a rule, qualified for their work, there is no condition that members of municipal assemblies responsible for municipal schools must satisfy such requirements. This fact in many cases complicates communication between head teachers and school organising bodies concerning the priorities of school development and evaluation of their work.

88. In recent years the main topic of education policy at the level of basic and secondary education has been the introduction of tools of external student assessment in the form of standardized tests. Such tools are expected to serve as an instrument for the standardization of curricula, for enrolment to a higher level of education and for school evaluation. They should assist the general public when selecting a school, and at the same time these tools should act as feedback both for schools and their pupils. In the context of the other trends seen in education the evaluation tools currently being developed have stirred some controversy. Some actors are welcoming tests as a means for clarifying and strengthening important parts of the curricula and as instruments for objective assessment of educational achievement. On the other hand, some actors see a discrepancy between the content of tests and the publicly stated objectives of reform.

2.3 Initiatives and implementation

Growing emphasis on standardized examinations

89. The introduction of standardized assessments is mentioned as a priority in both The Policy Statement of the Government of the Czech Republic of 4 August 2010 and Long-term policy objectives 2011, the last one is currently in the process of approval. The Long-term policy objectives 2011 set four priorities (see paragraph 3.3):

- evaluation of the implementation of curricular reform;
- school evaluation (based mainly on standardized student assessment);
- reduction of the school network (with the emphasis on support of vocational education);
- teacher support.

90. Behind this set of priorities lies the conviction that curricular reform has been causing undesirable liberalization in the education system. The introduction of standardized assessments has also been accompanied by other measures aimed at reducing the level of freedom offered by the curricular reform. For example, schools were recently provided with a recommended school education programme.

91. In order to improve the evaluation system, reform of the examinations which come at the end of upper secondary education (a final examination and a school-leaving examination) was prepared. Testing in the 5\textsuperscript{th} and 9\textsuperscript{th} grades of compulsory education is under preparation.

\textsuperscript{15} Inspections carried out by CSI have traditionally been highly feared by both individual teachers and school heads.
92. Reform of the final examination (závěrečná zkouška) in secondary education, which provides those who are successful with an apprenticeship certificate, concentrates on the introduction of unified tasks in individual fields of education, both with regard to the practical and theoretical components of the examination. Head teachers can currently choose whether to use these tasks. Unified tasks are to guarantee that no school will miss anything that is essential for the given field of education and that school leavers might need in their respective professions. A practical examination during which each pupil is expected to solve real tasks and problems will play a fundamental part.

93. There has been work on the reform of the school-leaving examination (maturita) since 1997 and at different times it has taken different forms. It was first used in a first “live” version in spring 2011. Those objecting to the standardized school-leaving examination point out that all models in current use fail to harmonise with changes made in the curricula and do not reflect the fact that in recent years the percentage of pupils in the programmes completed by a school-leaving examination and of those entering tertiary education has substantially increased. Lack of clarity about the aims of the reform of the school-leaving examination has been one of the main reasons for delays in its implementation.

94. Till 2011, the school-leaving examination was exclusively the responsibility of each school. In secondary schools providing technical/vocational education it consisted of an examination in Czech language and literature, an examination in an optional subject, a theoretical examination in vocational subjects and a practical examination based on practical vocational training (practicum). In secondary general schools (gymnázium) it comprised an examination in Czech language and literature, an examination in a foreign language and an examination in two further optional subjects. Part of the examination in Czech language and literature was a written essay on a given topic. Other examinations were typically oral: students randomly selected a question from a portfolio that had been known in advance, after which they had 15 minutes to prepare followed by 15 minutes during which they demonstrated their knowledge.

95. Starting in spring 2011, students are supposed to take a standardised examination in addition to a school examination. In 2011, they took examination in Czech Language and literature and in either mathematics or a foreign language. Students can also choose up to 3 optional examinations from the following subjects: Czech language and literature, mathematics, a foreign language, civic and social sciences, biology, physics, chemistry, history, geography, and history of art. Deciding which examinations will be optional in individual schools is up to head teachers. In compulsory subjects students can choose between two levels of difficulty, whereas most optional examinations are only offered at the higher level of difficulty.

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

97. The project of testing in 5th and 9th grades is still in its very initial phase. Representatives of the MoEYS have declared a plan that testing will be used for evaluation of the work of schools. Testing is also to be used as a form of feedback both for pupils and their parents and as a basis for enrolment in a higher level of education. The tests will be developed on the basis of evaluation standards for the 5th and 9th grades. The standards are
currently being designed, under the guidance of the MoEYS, by working groups of experts who cover various levels of the education system. The standards are being developed for four areas of basic education: Czech language and literature, mathematics and its applications, a foreign language and other educational fields.

98. Whilst a standardised school-leaving examination is stipulated by the Education Act, testing in compulsory schooling has not yet been defined in any act. Representative information on how individual actors perceive reformed examinations and forms of testing to be taken by the 5th and 9th grades of compulsory schooling is not available. On the basis of some surveys it can be assumed that an idea of standardized testing is generally accepted rather positively, while some reservations relate more or less to the specific form of a particular examination.

99. Advocates of standardized testing from among teachers, civil servants and the general public are convinced that testing will lead to more objective evaluation of the quality of school practice and the educational achievement of pupils. It should facilitate a comparison between schools and pupils. Supporters of testing are also sure that testing will contribute to improving the quality of learning outcomes of pupils and schools. However, objections have been raised by schools with regard to publishing the results and giving such results to school organising bodies. Public administration authorities expect that results will demonstrate how schools work. They suggest supporting schools on the basis of results, backing those that consistently achieve above average results. They intend to offer the results, mainly in the first years of testing, only to pupils and schools. After the system has been properly established (along with supportive information, e.g. on the social and economic background of pupils, equipment of schools and so forth) they want, for instance, to link the results with evaluations carried out by the CSI that aim to support schools with poor results.

100. Some actors stress the negative, unintentional consequences of testing. There are also repeated voices in favour of establishing a supportive model that would, from the very beginning, provide support to those schools whose pupils will achieve poor results, instead of punishing such schools. It is obvious that it will be important to take into account, for example, the issue of poor results from schools attended by a high proportion of pupils with special educational needs. Last but not least, problems may arise with regard to changes in educational content. Although the FEP stresses key competencies, the newly prepared tests will probably accentuate factual data, as they are more easily testable. More information on the development of standardized examinations and on the positions of individual stakeholders is included in chapters 3 and 6.

The main obstacles encountered when developing the system of assessment and evaluation

101. The creation of mechanisms for the systematic involvement of actors in debates about developments in the area of education policy is still at its very beginning. Official web sites give room for discussions that are often under guidance. Policy makers address in an ad hoc manner organisations associating some of the actors involved in the area in question, or they send them draft policies requesting their comments. However, systematic cooperation with all the relevant actors is the exception rather than the rule. Individual actors are still learning how to cooperate and reach consensus. In October 2010 the MoEYS held a conference where the Minister of Education introduced his aim of implementing a common testing system for the 5th and 9th grades of compulsory schooling. A number of contributions
promoting an idea of common testing were presented but there were also contributions which pointed out the possible risks. All participants greatly appreciated the opportunity to discuss the issue concerned and expressed their wish to continue such professional discussions in order to reach a consensus.

102. A substantial problem of policy making (both on the part of policy makers and individual stakeholders) appears to be insufficient expertise in the area of assessment and evaluation (there is no consensus concerning the term “assessment and evaluation” itself). Pedagogical faculties do not usually offer specific modules on evaluation. It represents no more than 10 hours of 120 hours of the training head teachers undergo in their office.

103. The situation is also complicated by the fact that there are no definitions of expected performance. No standards have been developed for student achievement, for the performance of teachers or head teachers or for schools. An absence of standards means that different actors understand “quality” in different ways. Moreover, individual actors define quality differently, using different definitions and different terminology, and this makes communication more difficult.

104. Current initiatives in education policy in the field of evaluation are summarised in the CSI report *Analysis of a Set of Evaluation Systems within Initial Education in the Czech Republic* (CSI 2010a):

105. The last strategic document pertaining to education policy – ‘The Long-term policy objectives of education and development of the education system in the Czech Republic of 2007' included the priority of “establishing and introducing quality systems, evaluation methods and self-evaluation of schools and school facilities”, whose basic aim is “to create a system of monitoring, evaluation and self-evaluation of schools and school facilities”. Its goals include completing the reforms of school-leaving examinations and reforms of final examinations, making methods of school self-evaluation more effective, making use of outcomes of international studies in order to improve the results of Czech pupils in terms of international comparisons”. The objectives were supported by means of projects concerned with evaluating systems and individual projects funded by the European Social Fund (ESF, namely):

- The development and verification of tools for evaluating educational achievement, instruments for connecting lower and upper levels of education, international cooperation.
- Support for introducing school-leaving examinations, final examinations, and further education of pedagogical staff in the area of evaluation of educational achievement.
- Design and implementation of the self-evaluation system in schools.
- Evaluation of the education system and its components.
- Creation of the EDU.cz educational information system
- Methodological support for teachers – Methodological portal www.rvp.cz

106. An element of the support was transferred to regions through grants made by the ESF:

- Support of self-evaluation within individual regions.
- Implementation of self-evaluation in schools.
- Consultancy in the field of self-evaluation (including the development of supporting documents).
- Further education in the area of self-evaluation.
• A network of partner schools.

107. Evaluation of the implementation of these objectives was the subject of reports drawn up by the Ministry of Education, Youth and Sports (hereinafter referred to as the “MoEYS”) describing the past programming period, namely the operational programme of the Ministry of Labour and Social Affairs known as “Development of Human Resources”.

108. A specific aim of the MoEYS operational programme “Education for Competitiveness” is to improve quality in initial education and the activities below are supported in a way that makes them accessible to evaluation:

• Establishment of an information and communication system.
• Increasing quality on the basis of data collection, including an international context.
• Support for schools in the area of evaluation, provision of evaluation tools and verification of key competences of pupils for the purpose of improving the quality of education.
• Development of a set of criteria and tools in order to identify the degree to which key competences of pupils have been fulfilled.
• Development and verification of School education programmes.
• Development and implementation of the system of school self-evaluation.
• Development of centrally-managed evaluation processes when completing studies in secondary schools.
• Development of the system of inspection evaluation within initial education.

109. The evaluation of implemented projects is included in the annual reports of the MoEYS. Calls for proposals and the process of project selection appear to be problematic. Evaluators tend to focus more on whether formal requirements are being met, paying less attention to the content of a school policy objective. A lengthy preparatory and administrative process and the absence of a functional ministerial system of evaluation sometimes means that support for activities is not renewed and thus they cease to be priorities as they should be if real practical needs were taken into account (CSI 2010a).

110. The list of projects focused on the area of evaluation currently being implemented, taken from the analytical report of the CSI (CSI 2010a), is included in Annex 1.
Chapter 3: System evaluation

3.1 Current practices

3.1.1 Overall framework for system evaluation

111. This section deals with evaluation of the system at national level as well as at the level of individual regions.

112. The Education Act does not define the objectives of the evaluation system, nor does it provide for the links between system evaluation and other forms of evaluation. It only stipulates the division of responsibilities between individual public administration authorities. The responsibilities for evaluation of the system are divided in the Education Act as follows: the MoEYS carries out evaluation of the education system of the Czech Republic and this evaluation is covered in the Status report on the development of the education system of the Czech Republic (the MoEYS Annual Report) and in a strategic plan entitled Long-term policy objectives of education and development of the education system. The Czech School Inspectorate includes its evaluation of the education system in its annual report and thematic reports. According to the Act, the CSI is also obliged to develop a system for evaluation of the education system. Evaluation of the education system in regions is implemented by the respective regional authorities and included in the Status report on development of the education system of the region (annual reports of regions). Schools themselves are obliged under the Act to carry out their self-evaluation at three-year intervals.

113. The annual reports are to evaluate how the objectives set out in the Long-term policy objectives of education and development of the education system are being fulfilled. The Long-term policy objectives are approved at four-year intervals. According to Education Act the Ministry is required to discuss the Long-term policy objectives with all stakeholders: The Ministry shall draw up Long-term objectives of education and of the development of the educational system of the Czech Republic, discuss the draft objectives with relevant central trade union bodies, the relevant national employers’ organisations and with regions, submit it to the Government for approval, and shall disclose it in a manner enabling remote access. The Government shall submit the Long-term policy objectives of education and development of the educational system of the Czech Republic to the Chamber of Deputies and the Senate of the Parliament for it to be discussed there.

114. The Annual Report of the Czech School Inspectorate contains overall findings on the current state of affairs in education and the education system as identified during inspection activities carried out in the previous school year. The report is published every year in December. Some information is gathered as part of thematic inspections that focus on certain specific aspects of the education system and are held in compliance with the Plan of principal assignments of inspection activities in the relevant school year. Other

16 In the 2009/2010 academic year the CSI published the following thematic reports:

- Quality of ICT in basic schools;
- Summary findings on the support for and development of foreign language education in pre-primary, basic and secondary education in the period 2006-2009;
- Summary findings from thematic inspection activities in former special schools (zvláštní školy);
- Accident rate of pupils and students in schools and educational institutions;
- Summary finding from inspection of safety and health procedures in the academic year 2008/2009;
- Inspection evaluation of school education programmes.
information is obtained as part of regular inspections during which schools are evaluated according to the criteria specified for the school year in question\(^{17}\).

115. The CSI (CSI 2009) has defined the thematic reports in the following manner: The “spine” of the thematic reports is a three-year programme for evaluation of the selected types of functional literacy\(^{18}\). Its purpose is to evaluate selected strategic areas set out in the FEP (that are also defined in the European lifelong learning framework). The main topics of this three-year programme are as follow:

116. Cycle A:
   - *Education in foreign languages*;
   - *Development of functional literacy*.

117. Cycle B:
   - *Development of reading literacy*;
   - *Development of mathematical literacy*.

118. Cycle C:
   - *Development of social literacy*;
   - *Development of scientific literacy*.

119. The topics within this three-year programme are defined for various levels of education in line with the educational areas set out in the FEP. The following issues are evaluated as part of all cycles and for all levels of education:

   - *Equal opportunities in education* (supporting pupils with special educational needs, alleviating regional disparities);
   - *Activities promoting sustainable development* (prevention of socio-pathological disorders, education for health, environmental education, etc.).

120. One important precondition - not only for carrying out the comparisons mentioned above but also for the full implementation of the inspection and evaluation activities – is the CSI’s information system that is currently in place\(^{19}\). The data are stored for the sake of comparison of various time periods and for trend analyses (CSI 2009).

121. The Education Act lays down the obligations of regions concerning the drawing up of the Long-term policy objectives and the annual reports as follows: Regional Authorities shall draw up, in compliance with the Long-term objectives of education and development of the educational system of the Czech Republic, their Long-term objectives of education and development of the educational system of the respective region and submit it to the Ministry for its opinion. Part of the Long-term objectives of education and development of the educational system of the respective region concerning education at schools and school facilities established by the region in question shall be submitted by the relevant Regional Council to the respective Regional Assembly for its approval. The Long-term objectives of


\[^{18}\text{The monitoring of literacy is demanding as several literacy types are not defined in the curricular documents, nor are they covered by the respective legislation (e.g. scientific literacy – Maršík et al. 2011 ).}\]

\[^{19}\text{InspIS is a database system facilitating effective data collection directly at the place of inspection.}\]
education and development of the educational system of the respective region shall be at all
times disclosed in a manner enabling remote access.

122. The Long-term objectives shall contain an analysis of the educational system in
the region concerned and lay down, on the basis of demographic development presented,
labour market development and other development goals in the region, in particular, goals
and tasks for individual fields of education, the structure of education offered, mainly
the structure of individual educational areas, kinds or types of schools and school facilities
and their capacities, and a proposal for funding education and educational services in
the region concerned.

123. The content of the Long-term policy objectives and annual reports drawn up at
the level of regions is specified by Decree No. 15/2005 Coll., as amended by Decree No.
225/2009 Coll. In accordance with this decree the Long-term policy objectives lay down
strategic directions for the development of education and the education system – particularly
from the perspective of promoting lifelong learning, improving the quality and effectiveness
of the education system and facilitating equal access to education for all. Considerable
attention is also paid to sustainable development, the level of educational attainment of
the population, demographic aspects, the labour market, employment, and social cohesion.
The decree also stipulates that the Long-term policy objectives must always contain
evaluation of the current situation and changes made in terms of comparison with
the previous Long-term policy objectives – particularly as regards the content-related and
quantitative objectives, priority tasks and development programmes.

124. In compliance with the aforementioned decree the Status Report on the Development
of the Education System of the Region consists of: a) evaluation of individual levels of
the education system, b) a section concerned with economic issues, and c) evaluation of
the fulfilment of the Long-term policy objectives and implementation of individual measures in
the relevant region in the previous period. The report also includes evaluation of compliance
with the Long-term policy objectives of the Czech Republic. A more detailed specification of
the Long-term policy objectives and annual reports at regional level is part of Annex 2.
The CSI report (CSI 2010a) states that the Long-term policy objectives differ significantly
from region to region in terms of the scope and quality of this strategic document.

125. The statistical data that provide background information for the development of
annual reports at both national and regional levels are also published in a statistical
yearbook. The yearbook contains data on the situation at the various levels of the system in
the previous school year, and also deals with the development of certain indicators over
a longer period of time. The Institute for Information on Education also regularly prepares
an extract of “Education at a Glance” yearbooks for the Czech professional community.

126. In addition to its regular publications the MoEYS and organisations directly managed
by the MoEYS produce a number of other documents providing interesting information on
the current state of affairs and the development of the education system. The MoEYS carries
out studies focusing on various aspects of the education system: for example, in 2008 there

20 Although the Act stipulates that the annual reports should evaluate the extent to which the Long-term objectives
have been met, only some indicators of long-term objectives are evaluated in the reports. For example the 2008
Annual Report did not deal with in-service training at all despite the fact that in-service training was defined as
a priority in the Long-term objectives for 2007 and it is included in the list of indicators.

21 The Institute for Information on Education is an organisation directly managed by the MoEYS and partially
funded from its budget. The Institute is responsible for statistical data on education including cooperation with
international institutions and implementation of international comparative studies of student achievement.
was a study concerning the needs of teachers and the attitudes of parents. Another extensive survey aimed at monitoring the educational paths of Roma pupils and the conditions of their education was carried out in the same year. Further important information about the system and its development is provided in the reports of the Institute for Information on Education. The reports concern, for example, the achievement of Czech pupils in international comparative studies. These reports contain not only information on the performance of Czech pupils from the international perspective, but also information on the distribution of the outcomes, the results of pupils according to individual school types and in various regions. Regular reports developed by the National Institution of Technical and Vocational Education22 are also valuable sources of information. These reports focus, in particular, on the labour market situation of school leavers, the requirements of employers vs. school leavers’ skills, the rate of unemployment among school leavers and the development of the distribution of various qualifications and specialisations.

127. In recent years the Research Institute of Education in Prague23 has delivered reports on the implementation of curricular reform in pre-school, basic and grammar school education. As part of curricular reform monitoring, attention was paid to the process of incorporating key competencies into instruction and to their evaluation. Important information is presented in a report entitled “Monitoring and analysis of problems related to curricular reform implementation” that was drawn up in 2009 as part of a task assigned to the institute by the MoEYS (RIE 2009, 2010a, 2010b, 2010c).

128. So-called “Quick surveys” carried out by the Institute for Information on Education can also be seen as part of evaluation activities providing feedback at the system level. As part of these studies a panel of head teachers is approached with questions concerning various topical problems their schools are facing, and the education policy measures they plan or implement. The “Quick surveys” provide a lot of useful information. However, due to their nature they not meet the requirements of proper research.

129. As we mentioned above, the Long-term policy objectives include a systematic definition of indicators and evaluation as to how they have been met24. At the same time, there are other valuable data about the condition and development of the education system in the Czech Republic. However, the information gathered is not integrated for the purpose of carrying out a comprehensive and systematic evaluation of the individual components of

22 The National Institute of Technical and Vocational Education is an organisation directly managed by the MoEYS and partially funded from its budget. The institute is responsible for policy work in the field of technical and vocational education. http://www.nuov.cz/index.php?lchan=1&lred=1
23 The Research Institute of Education in Prague is an organisation directly managed by the MoEYS and partially funded from its budget. The development of curricular documents for basic and general secondary education falls within its purview.
24 Annex 3 contains a list of indicators defined in the 2005 Long-term policy objectives and their evaluation in the 2007 Long-term policy objectives (originally the strategic plan was prepared for two years). The 2007 Long-term Objectives strategic plan is still in effect. The 2011 Long-terms policy objectives are in the process of approval.
the system\textsuperscript{25}. Furthermore, there is no long-term monitoring of some important areas\textsuperscript{26}. The CSI in its Analysis of Evaluation Systems within Initial Education in the Czech Republic (CSI 2010a) points out that “The Long-term Policy Objectives for 2007, that are still in effect, assume that various evaluation activities implemented as part of both international and domestic evaluation exercises will be gradually interconnected. However, the current situation does not show this is the case”.

130. At the level of the system there is no mechanism that would ensure that action is taken on the basis of the information collected – i.e. that appropriate measures are implemented to redress the drawbacks identified.

3.1.2 Procedures used in system evaluation

131. As we mentioned in the previous section, the indicators based on which the education system should be evaluated on an ongoing basis under Decree 15/2005 Coll. are set out in the Long-term policy objectives (for details see Annex 3). Evaluation of the system by the CSI is based on a thematic plan of inspection activities and criteria specified for the school year concerned.

132. The Status (annual) report on the development of the education system in the Czech Republic consists of two parts. The first part of the report sums up the main organisational and legislative changes that occurred in the given year and presents statistical indicators describing the situation and development in pre-school (pre-primary), basic (primary), secondary, and tertiary professional education. It also includes additional information on higher education\textsuperscript{27}. The report also contains information about educational staff in the system, the funding of schools and the labour market situation of school leavers. These data constitute a basis for the development of education policies. In recent years this annual report has also contained a qualitative section describing the education system in a particular context (for example in 2007 and 2008 the report focused on the implementation of curricular reform, in 2006 it was concerned with projects financed from the European Social Fund, in 2005 the context was the implementation of the new Education Act (No. 561/2004 Coll.), and in 2004 it dealt with the accession of the Czech Republic to the European Union). However, the report does not contain a section focused on the implementation of the Long-term policy objectives (as required by the Decree mentioned above).

133. The annual reports on the condition and development of the education system prepared by departments of education, youth and sports at regional authorities draw, above all, on statistical data, as does the MoEYS annual report. In line with Decree No. 15/2005 Coll. they aim at evaluating the development of the network of schools and the management

\textsuperscript{25} For example, inequalities in the system are documented in a non-coherent manner. Only statistical data stating the number of pupils educated outside mainstream education are included along with the results of ad hoc studies carried out by the MoEYS on the situation of Roma pupils in the education system. Thus, for example, data derived from international studies are not used for this purpose, although such data monitor how the inequalities develop. The data collected by the National Institute of Technical and Vocational Education are not included either (for example its reports concerning drop-out rates and the situation of school-leavers in the labour market). International comparative studies show that educational inequalities constitute one of the serious problems in the Czech education system (for OECD 2001, OECD 2004, and OECD 2007). This problem receives great attention in Czech strategic documents as well (for example MoEYS 2001). It is therefore clear that systematic and comprehensive monitoring of this area is of major importance.

\textsuperscript{26} For example, international comparative studies point out, over the long time, that Czech pupils do not acquire a sufficient level of reading literacy that should be achieved during compulsory schooling. The teaching focusing on reading literacy and its results are not covered by the Long-term policy objectives.

\textsuperscript{27} Higher education institutions submit their own annual reports.
of financial resources in the period in question. They also include evaluation of the extent to which the Long-term policy objectives have been met and in doing so they focus, above all, on the description of support projects and activities. It means that the reports describe the processes implemented in order to achieve the objectives set. Exceptionally, the annual reports also contain evaluation of specific outcomes. When evaluating the outcomes, the regional reports use data included in CSI reports and in documents provided by the National Institute of Technical and Vocational Education. They also utilise the results of tests as part of international studies, and the results of national activities aimed at measuring educational outcomes (for example pilot testing of the common part of the school-leaving examination – “maturita”).

134. From the mid-1990s the Czech Republic has been regularly involved in international studies aimed at measuring educational achievement. The first international studies were carried out in Czech schools in 1995, when a replication of the study of reading literacy IEA RLS was implemented in basic schools (3rd and 8th grades of basic schools), and the IEA TIMSS study of mathematics and science was carried out in compulsory education (4th and 8th grades) and in upper secondary education (last grade of all types of secondary schools). The study of reading literacy was repeated in a modified form in 2001 (IEA PIRLS – 4th grades of basic schools); the mathematics and science study was repeated in 1999 (8th grades) and in 2007 (4th and 8th grades). In 1999 there was also a civic and citizenship education study aimed at pupils at the 2nd level of basic schools and students of secondary (upper-secondary) schools (IEA CIVED). In spring 2009 the civic and citizenship education study - IEA ICCS - was carried out in 8th grades of compulsory schooling. The Czech Republic is also a regular participant of the OECD PISA projects focusing on 15-year-old pupils - the Czech Republic has been involved since its first data collection in 2000. The organisation that implements these international studies, the Institute for Information on Education, regularly publishes the most recent results as well as information on the development of knowledge and skills in Czech pupils at the end of the first level of basic school (IEA studies) and at the end of the second level of the basic school (IEA studies and the PISA studies). In 2003 and 2006 a sample of pupils involved in PISA was put together so that it would represent the population of pupils attending 9th grades of basic schools in individual regions. Results were published according to individual regions.

135. The Czech Republic is also involved in studies focusing on the knowledge and skills of adults. In 1998 the Czech Republic participated in the SIALS study, and currently it is involved in the OECD PIAAC study.

136. The outcomes of international studies are the only source of information on the knowledge, skills and attitudes of Czech pupils at the level of the education system. Ad hoc national studies (testing of pupils in 5th and 9th grades, pilot tests of the common part of the school-leaving examination – see Chapter 6) were not designed so as to provide comprehensive information at national level or at the level of individual regions.

137. The academic research in the area of evaluation and assessment is very limited. The findings generated via academic research - also in other areas where more sociological

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28 This study was carried out at international level in 1991.
29 There are numerous studies dealing with classroom assessment (formative evaluation, student self-evaluation) carried out using very small samples. Some research studies deal with the self-evaluation practices used in Czech schools.
or economical studies are available - are rarely used by policy makers as a basis for evaluation or planning.

3.1.3 Competencies to evaluate the school system and to use evaluation results

138. The MoEYS and the CSI are primarily responsible for evaluation of the system. The MoEYS staff do not enhance their expertise in the area of evaluation in any formal manner. They acquire information on the antecedents and priorities of education policies and research in other countries at conferences and meetings with experts in the respective fields. The CSI staff improves their expertise also through international cooperation and through cooperation with other experts in the Czech Republic.

139. The departments of education, youth and sports at regional authorities are responsible for evaluation of the current situation and development of the system in their respective regions. The training of regional officials falls within the remit of regional authorities.

140. Head teachers and other teachers can find information about the educational outcomes at the system level in various documents. These are, in particular, the annual reports, the Long-term policy objectives, and also publications issued by organisations directly managed by the MoEYS. This information is also provided at seminars organised for the teaching staff by the relevant organisations. However, head teachers and teachers are not encouraged to make a systematic use of these outcomes in their work (for example to respond, on their own initiative, to the consistently poor results of Czech pupils in the tests of reading literacy by means of putting more emphasis on this part of the school education programme, or by means of seeking to redress inequality in education).

3.1.4 Using system evaluation results

141. The annual reports on the situation and development of the education system, the Long-term policy objectives of education and development of the education system as well as CSI annual and thematic reports are published as hard copies and on the Internet. This means they are publicly accessible. The findings published in the annual reports and the Long-term policy objectives are reflected in the education policy in an incoherent manner and their use is not systematic. For example, the CSI Report states that although the MoEYS evaluates the annual reports of the regions as a valuable source of information, “the data is not passed on and used” (CSI 2010a).

3.2 Implementation of system evaluation

142. The existing evaluation activities are not approached in a systematic manner – i.e. the shortcomings are not identified explicitly and there is no system for introducing new approaches and components. The key strategic document - The National Programme for the Development of Education in the Czech Republic known as the White Paper (MoEYS 2001) - states that “the body of evaluation activities is inappropriate: evaluation of some areas is missing, and there are no links between its components”. The 2007 Long-term policy objectives (MoEYS 2007) also point to an absence of a comprehensive system of evaluation.

143. The topic that is currently most extensively discussed in the context of evaluation is the implementation of national testing at the level of compulsory education. In October 2010 the Minister of Education presented, at a conference organised by the MoEYS, a plan to
administer standardised tests in the 5th and 9th grades of compulsory education. The Ministry has presented a number of reasons to support this plan. It is expected that the test results shall constitute a background material for admission proceedings at higher levels of education, and also serve as feedback for pupils and their parents. The testing is also envisaged to be an instrument for evaluation of the work of schools and for providing information to parents about their quality. Moreover, the results of the tests should inform the choice of further educational paths and increase the pressure put on schools and pupils. One of the reasons for the implementation of national testing is the need to get regular information about the workings of the entire system.

144. Some experts believe that, in view of the evidence pointing to the risks involved in national testing - particularly if it is implemented for the purpose (or with the risk) of developing „school ratings“ - it is not advisable to implement such testing, unless it is clearly stated why this should be done, what the expectations are and what will be done with the results. These experts do require that the educational outcomes should be evaluated for the purpose of monitoring the condition and development of the system. However, they argue that this can be done more effectively in the form of sample surveys (e.g. Greger 2008). They believe that one of the first steps should involve the definition of indicators based on which the system should be monitored on a regular basis, and identification of the ways in which data for the calculation of these indicators should be obtained. This step should ensure that all important aspects of the system are evaluated (Matějů, Straková, Veselý 2010). For more details on the discussion about the testing see chapter 6.

3.3 Policy initiatives

145. The 2007 Long-term policy objectives, still in effect, set out, as the principal objective, the development of a system for monitoring, evaluation and self-evaluation of schools and school facilities. This involves, above all, finalisation of the “maturita” examination reform and the reform of final examinations in programmes leading to an apprenticeship certificate, improvement of self-evaluation methods in schools and the use of the outcomes of international studies in order to enhance the results of Czech pupils in terms of international comparison. There is not yet evidence about the impact and total costs of the various activities envisaged in the 2007 Long-term policy objectives. These data should be included in the 2011 Long-term policy objectives (as part of evaluation of the fulfilment of the 2007 Long-term policy objectives).

146. The findings of the assessment and evaluation activities mentioned above have been incorporated into the Operational Programmes that serve as a framework for financial support from the European Social Fund. The following ESF projects within this framework are directly concerned with evaluation and assessment topics:

147. Since 2005 the National Institute of Technical and Vocational Education has been developing a new final examination for vocational programmes leading to an apprenticeship certificate. At present work is underway on developing a uniform content (assignments) to be used in the examination in various programmes (for more information about the final examination see chapter 6).

148. A project entitled “The Path to Quality“ aims at enhancing the effectiveness of self-evaluation methods. It focuses on comprehensive support to be provided to schools in the area of self-evaluation (for more information see chapter 4).
149. The “Competencies I” project is implemented by the Institute for Information on Education and addresses the possible ways of using the outcomes of international studies. The aim of the project is to identify, on the basis of international studies, typical mistakes made by pupils (and the respective causes) and to develop methodological materials for teachers, materials for the in-service training of teachers and background material for the self-evaluation of schools. These documents will be provided to the relevant educational staff, mainly to teachers.

150. The Centre for the Evaluation of Educational Achievement is responsible for implementation of the common part of the school-leaving examination (see chapter 6). Some members of the professional community consider this initiative to be an important step in the area of evaluation in general, and in the area of system evaluation in particular. The Minister of Education presented a plan to introduce a national testing of pupils of the 5th and 9th grades of compulsory education (see section 3.2 and chapter 6). In December 2010, the MoEYS began to develop standards that should serve as a basis for the national testing during compulsory education. A plan to implement sample surveys (along with national testing) was also repeatedly mentioned.

151. Since 2008 the RIE has been carrying out systematic monitoring of curricular reform at basic schools, and since 2009 grammar schools have also been covered as part of the Kurikulum G project funded from the ESF.

152. One of the facts that complicate the use of student assessment for the purpose of system evaluation is that the individuals concerned are not familiar with the rudiments of educational measurement. Many educators do not have a clear opinion and do not comment on assessment and evaluation issues. This prevents professional debate that could lead to efficient and consensual solutions.

153. For education of stakeholders and for development of policy initiatives international co-operation is important. MoEYS representatives participate in working groups established by European Commission (e.g. Thematic working group on assessment of key competences and curriculum development that is currently developing Policy handbook on assessment of key competences). Czech experts participate also in working groups established by European Council (National coordinators of Education for democratic citizenship and Human rights education) that focuses on development of assessment in the area of citizenship education. Important is also engagement of MoEYS representatives in Consortium of Institutions for Development and Research in Education in Europe (CIDREE).

154. Long-term policy objectives 2011 that are currently in the process of approval set out four priorities:

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30 The Centre for the Evaluation of the Education Achievement is an organisation that is partially funded from the budget of the MoEYS. It was established by the MoEYS on 1 January 2006 in compliance with the provisions of Section 80 (2) of Act No. 561/2004 Coll., on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act). The Centre for the Evaluation of the Educational Achievement follows upon the activities of the Centre for Reform of the School-Leaving Examination (CERMAT) that was commissioned - as a division of the Institution for Information on Education - by the MoEYS to prepare a reformed school-leaving examination in 1999. Since 1999 CERMAT has regularly organised pilot testing of school leavers. Between 2005 and 2007 CERMAT also implemented testing of pupils of 5th and 9th grades (see Chapter 6).

31 This field is insufficiently represented in both the syllabi of the faculties of education and social sciences and in the courses focusing on the professional development of teachers and head teachers.
A) Increasing the quality of the process of education and its outcomes (evaluation of the implementation of curricular reform at all levels of the education system and proposal for the further implementation of the reform);

B) New methods of school evaluation (design and implementation of quality systems, assessment of students in grades 5 and 9, methods of school evaluation and self-evaluation;

C) Optimisation of educational provision and support for vocational education – the labour market and education, optimisation of the provision of educational opportunities in line with the needs of the economy and the employability of school leavers at the labour market, the structure of programmes in secondary technical and vocational education and co-operation of educational institutions and employers;

D) Support for educational staff – increasing their professional standards and improving their working conditions, establishing conditions for the career development of educational staff with a link to remuneration.

155. The 2011 Long-term policy objectives do not explicitly mention the need to establish a coherent system of evaluation and assessment. However, the strategic plan emphasises partial components of the system, namely standardized student testing in grades 5 and 9 (that would serve also as a basis for school evaluation) and sample surveys of students in the same grades. It also envisages the development of various tests to assist teachers in their classroom assessment.
Chapter 4: School assessment

4.1 Current practices

4.1.1 Overall framework for school assessment

156. Pursuant to the Education Act\textsuperscript{32} and related legal regulations, the evaluation of schools is to be made according to the relevant school self-evaluation and CSI evaluation. Schools can also be evaluated by their organising bodies according to criteria set and published in advance by them. Evaluation and/or checks of schools on the basis of other legal standards are carried out, in addition to inspections made by the CSI and organising bodies, by a number of other authorities, namely departments of education of regional authorities, revenue authorities, the Czech Social Security Administration, health insurance companies, health officials and so forth. The socio-economic context is not taken into consideration when a school is evaluated.

157. School self-evaluation is focused according to the relevant Decree\textsuperscript{33} on:

- objectives laid down by the school in the strategic document for school development and in the school education programme, their feasibility and degree of importance;
- assessment of the manner in which the relevant school meets its objectives, simultaneously taking into account other aims specified primarily in the framework education programme and corresponding legal provisions;
- conditions of education, the course of education, support provision by the school to pupils and students, cooperation with parents, the influence of mutual relations concerning educational matters between the school, pupils, parents and other persons and on results of the education of pupils and students; as regards secondary schools and tertiary professional schools, attention is also paid to the employability of school leavers, school management, the quality of human resource management, quality of in-service training of pedagogical staff, the results of school practice, in particular with regard to conditions of education and financial resources, including proposals for relevant new measures;
- effectiveness of measures encompassed in the previous self-evaluation.

158. The school has a duty, under the Education Act, to draw up a self-evaluation report at three-year intervals. The head teacher is obliged to discuss the design of the structure of self-evaluation with the pedagogical board not later than by the end of September of the school year concerned. The school self-evaluation itself is discussed with the pedagogical board not later than on 31 October of the following school year.

159. In the case of basic, secondary and tertiary professional schools, school self-evaluation is a basis for drawing up an annual report on activities of the school and is one of the documents for evaluation carried out by the CSI. The annual report is a public document and is used by the organising body as a background material for evaluation of the relevant school. The list of items included in the annual report is included in Annex 4.

160. The manner in which self-evaluation is used depends on the approach taken by individual head teachers.

\textsuperscript{32} Act No. 561/2004 Coll. on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act), as amended.

\textsuperscript{33} Decree No. 15/2005 Coll., laying down requisites for long-term objectives, annual reports and self-evaluation of schools, as amended.
161. Evaluation made by the CSI should focus on evaluation of the conditions, course and results of education in conformity with relevant school education programmes. It also concentrates on how the school education programme is being fulfilled and whether it is in compliance with legal regulations and with the relevant framework education programme. The CSI also performs state inspections to determine whether the provision of education and educational services complies with legal regulations, and the public administration checks on how funds allocated from the state budget are used.

162. The CSI also carries out inspection activities on the basis of requests, complaints and petitions. In the case of inspections held on the basis of complaints, the CSI reviews information contained in a complaint and the results of reviews are provided to the organising body, which deals with them. The organising body informs the CSI about the final decision on the relevant complaint and on the relevant measures adopted to improve the situation.

163. Moreover, the CSI is obliged to perform inspections in cases where subsidies are provided to private schools, if they are requested to do so by the school.

164. When evaluating the conditions, course and results of education and of educational services, the CSI builds on principles and objectives of education stipulated by the Education Act, whilst the basic criterion of evaluation should be above all the effectiveness of the support given to the personal development of a child, pupil or student, and the achievement of educational objectives. Criteria of evaluation are submitted to the MoEYS for its approval. The approved criteria for evaluation are published.

165. As a follow-up to the CSI evaluation, schools are obliged to rectify identified deficiencies. Organising bodies can take into account results of school evaluation - for example when they specify the amount that will be paid in salary to the head teacher.

166. Evaluations made by organising bodies mainly take into consideration the financial results of schools and results of CSI evaluations, according to a survey carried out by STEM/MARK (2009). According to the CSI (2010a), in the majority of cases organising bodies assess funds usage or how obligations regarding asset management are fulfilled.

167. The opinions of selected stakeholders, which are available from surveys, would suggest that the entities carrying out external evaluations deal mainly with formal requirements of the Education Act and issues of financing.

168. A sociological survey implemented in 2009 (STEM/MARK 2009) assessed the approach of organising bodies, the MoEYS and the CSI towards evaluation of quality of schools. The qualitative research indicated specific problems of how other entities assess quality of schools. According to the respondents in this study the CSI possesses tools and guidelines for evaluation but it observes mainly technicalities and administrative procedures and does not prioritize (meaning that conceptual criteria go hand in hand with administrative criteria). The problem of the MoEYS is that it has not sufficiently formulated criteria for evaluations of schools. However, organising bodies of schools do not have assessment standards either, nor do they have a system of evaluation.

169. When respondents were asked to express their opinion on how school managers assess quality of schools during in-depth expert interviews, the most frequent answers were “economic results”, meaning financial and asset management, HR indicators (teaching qualification, quality management, stability), and the number of pupils attending the particular school (or transfers to other schools and drop-out rates). Schools are often assessed
according to the number and nature of complaints as well as according to the image of the school in the media and among the general public. However, they are also assessed according to school's reputation, activities reflected, for example, in requests for subsidies and according to results of CSI observations, which evaluate quality and fulfilment of the school education programme (SEP), staffing and equipment for education.

170. Further information on evaluation of the approach of organising bodies and the CSI towards evaluation of schools was provided by an analysis carried out within the project “The Path to Quality” (Černý 2010). The project provided information resulting from the questionnaires that were completed at conferences organised within the project and the collected data therefore cannot be considered as representative. Only 51% of participants assessed the approach of their organising body towards evaluation of the school as satisfactory, 21% as unsatisfactory, while 30% of respondents were not able to answer this question. An analysis of an open question where respondents could briefly express their opinion on the approach of the organising body to school self-evaluation offered one theme only in the ensuing answers and comments. The common denominator was strong levels of frustration and dissatisfaction with the approach taken by organising bodies in relation to the process and results of school self-evaluation. Assessment of the CSI approach to self-evaluation is as follows: 57% of respondents considered the approach taken by the CSI to be satisfactory, 4% assessed it as unsatisfactory, and 37% of respondents were not able to answer. As regards the open question respondents most often made two types of comments concerning the approach of the CSI: a) excessive formalities and an emphasis put on the letter of the law, inferring that the CSI is not interested in anything else; b) it depends very much on a subjective opinion and the composition of an inspection team/personality of an inspector (clear criteria to describe how inspectors should assess the level of self-evaluation in schools are missing). The dilemma of how to conduct evaluations carried out by both organising bodies and the CSI is, according to the authors of the study, one of the principal negative findings of the surveys.

171. There are several private entities operating in the Czech Republic that offer evaluation services to schools. In most cases, however, the services of only some organisations are used. In addition to evaluation of educational outcomes (for more details see Chapter 6), these organisations also offer to schools questionnaire-based surveys focusing on feedback from pupils, teachers and parents concerning the work of schools. Some agencies also offer long-term programmes for monitoring the results of education (simplified specification of added value on the basis of the relative position of the school among participating schools). According to the register of such organisations their services are used by about a half of all basic schools and by approximately one third of all secondary schools.

172. A number of small organisations also operate in the Czech market. These agencies offer support to schools when evaluating their own work. In recent years what is known as colour consultancy has become increasingly popular among schools. This method offers evaluation of different aspects of school practices through colour-word associations (CWA) and the so-called OCAA method (object-communication analysis of awareness)\textsuperscript{34}. This

\textsuperscript{34} The School Colours approach uses the colour-word association (CWA) technique and the object-communication analysis of awareness (OCAA) method. This involves work with sets of words (so-called word modules) and a range of eight colours. Word-colour associations are marked during the test using a computer application that provides an immediate evaluation. Each measuring device works with a different set of words – depending on the area targeted. According to this Colours of Life method the quality of the educational process is
method is strongly criticised by some sections of the professional community, but nevertheless it has a range of supporters among teachers as well as among organising bodies of schools.

173. The current approach towards evaluation of schools was proposed by the White Paper in 2001 and defined by the Education Act No. 561/2004 Coll. and by subsequent legal regulations. The White Paper stated:

174. “In a decentralised system, the importance of evaluation is greatly increased - not only assessment of individual pupils’ work, but also that of a school as a whole, of the entire education system, or its parts and sectors. The higher level of school autonomy in decision-making has to be balanced by systematic evaluation of results to assure their quality and effectiveness. The existing external evaluation by the Czech School Inspectorate will be supplemented with internal evaluation of schools, self-reflection with the aim of changing and improving the quality of the education offered. Internal evaluation will be based on directives (methodology, criteria and standards) drawn up under the leadership of the Czech School Inspectorate” (MoEYS 2001).

175. The White Paper, in its third strategic line entitled Monitoring and Evaluation of Quality and effectiveness of Education, explicitly specified the following aim: “…to promote the creation of a rich and differentiated evaluation environment, with various forms of internal and external evaluation, and to establish mechanisms for drawing conclusions for the improvement of the education system and of individual schools....“ According to the White Paper, results of evaluation are to serve for improvement of the quality of the education system and individual schools. This aim, however, is not expressly stipulated in the Education Act.

176. The aim of inspections, according to the CSI (CSI 2010a), is “to evaluate any school comprehensively within the relevant context of inputs, processes and outputs. With regard to the progress of school reform the focus has been placed on evaluation of inputs and processes. Development of evaluation of outcomes is a task of the current phase and consists in development of tools and procedures of inspection evaluation”. According to the data collected by the CSI “organising bodies (for example regions and municipalities) evaluate schools by means of criteria specified in advance – in the majority of cases they only evaluate funds usage or how obligations regarding asset management are met”.

177. In the area of self-evaluation, management bodies of the majority of schools endeavour to respect legal requirements but only very exceptionally do schools use their self-evaluation as a basis for improving the quality of the education they provide. Organising bodies themselves decide on goals to be included in their evaluations. However, they are obliged to publish selected criteria in advance. The aims of evaluations performed by regional authorities are stipulated by the Education Act and related legal regulations.

178. The strategic importance of evaluations of schools within the framework of the system of evaluation cannot be assessed because a system of education evaluation has not yet been created in the Czech Republic. Neither has a relevant analysis of the current situation

a combination of three inter-dependent aspects: learning effectiveness, the atmosphere of relationships and the threat of risk factors. For example, there are three types of the “atmosphere of relationships”: proactive shared climates (The Gates of Heaven, Rose-Coloured Spectacles, The Bulldozer of Truth), problematic shared climates (Mount Everest, The Valley of War) and paralysing, escapist and degrading shared climates (Bulldozer of Malice, Defence in Trenches and The Gates of Hell).
been carried out, nor has there been a proposal of steps which would lead to the creation of the system. The CSI in its annual reports, in sections devoted to evaluation of schools, delivers information on the basis of which it is often impossible to compare data from individual years.

179. The fact that the ideal attributes of quality practice of a school are not sufficiently described can be considered to be a big problem. A concept of good pedagogical work is not implicitly shared within the pedagogical community. The fact that schools are obliged to define quality of practice only on the basis of their own conviction and that many organising bodies are not interested enough in the pedagogical part of work of schools means that these are not reliable guidelines for improving the quality of school practice.

**Competences in Evaluations of Schools**

180. Under the Education Act the MoEYS and the CSI check whether funds allocated or contractually earmarked by the MoEYS from the state budget, the National Fund and funds provided by international organisations in accordance with international agreements are used correctly and effectively. At the same time, ex ante, mid term and ex post checks are carried out pursuant to a special legal regulation (Act No. 320/2001 Coll., on Financial Checks).

181. Under the Education Act the CSI, within the framework of other inspection activities:

- acquires and analyses information on the education of children, pupils and students, on the activities of schools;
- determines and assesses the conditions, course and results of education in accordance with the relevant school education programmes;
- determines and assesses the extent to which the school education programme is met and whether it is in compliance with legal regulations and the framework educational programme;
- carries out state checks to determine whether legal regulations relating to provision of education have been adhered to;
- performs public-administrative checks focused on the use of funds allocated from the state budget.

182. Departments of education from 14 regional authorities carry out ex ante, mid term and ex post checks to determine whether funds allocated from the state budget to schools established by regions and municipalities are being used effectively.

183. Organising bodies specify objectives and powers relating to the evaluation of schools themselves. Under the law school organising bodies are obliged to publish selected criteria for evaluations. However, organising bodies use their extensive competences only rarely. They pay attention mainly to secondary schools – their organising bodies (regions) have more capacities to perform evaluations than municipalities, which establish only basic schools and nursery schools (kindergartens).

184. Schools carry out their self-evaluation once every three years and detailed requirements for self-evaluation are laid down in the Decree\(^\text{35}\).

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\(^{35}\) Decree No. 15/2005 Coll. laying down requirements for long-term objectives, annual reports and self-evaluation of schools, as amended.
185. It is obvious that funds are checked by several mutually independent entities. Evaluations of conditions for education are carried out, in addition to the CSI, also by public administration bodies. It is the CSI that almost exclusively deals with evaluations of educational aspects of schools. However, in some regions organising bodies have begun to pay attention to this area as well (mainly organising bodies of secondary schools).

186. Each of the supervisory bodies focuses on specific aspects of funding in line with the relevant legal regulations. The synergy of their activities (as well as prevention of overlap) is also the subject of agreements on cooperation between the CSI and all 14 regional authorities. The objective of these agreements is to avoid an undesirable burden being placed on schools in the process of carrying out inspection activities and handling complaints, and to facilitate the exchange of knowledge and experience, including provision of expert assistance and guidance. Moreover, this synergy is fostered by the inspection regulations of the CSI. The regulations state that the head of the Inspectorate is obliged, when developing the inspection schedule, to cooperate with other supervisory bodies, and to make sure that schools are not faced with non-coordinated checks and inspections. In spite of these regulations schools often complain about overwhelming administrative demands that are placed on them.

Relationship between evaluation of schools and evaluation of the system, teachers and pupils

187. Results of evaluations of schools can be affected by evaluation of pupils’ achievement as well as by evaluation of teachers.

188. Evaluation of pupils’ achievement is one of the areas assessed by the CSI. However, inspectors do not evaluate results of individual pupils but concentrate only on the results of groups of pupils. Information concerning observed performance can form part of observation reports, but inspectors also monitor what tools schools use for evaluating pupils and specific results of pupils are not usually included in evaluations. Some regions are currently introducing the system for evaluating pupils and results of evaluations are then taken into account in subsequent evaluations of schools or school management.

189. Evaluations of individual teachers should not be included in evaluations of the results of schools. However, it is often possible to identify, on the basis of inspection reports, evaluation of a specific teacher by an inspector. Head teachers can use this information in their own evaluations. This situation puts great emphasis on the professional and psychological competences of inspectors which are not always up to the required standard. Therefore a new project concerning the training of inspectors is to be launched. The CSI also evaluates conditions relating to school staff and it takes into consideration mainly qualifications of teachers and their participation in further education. Inspection reports usually encompass a summary evaluation of teachers’ performance when teaching a concrete subject as observed in classes.

190. Evaluations of schools form part of the evaluation of the system as a whole. Summary results of evaluations of schools are included in the CSI Annual Report and the Annual Status Report on the Development of the Education System.
4.1.2 School assessment procedures

Performance criteria and reference standards (benchmarks)

191. With respect to criteria and reference standards, a fundamental problem is that terms have not been clarified. Terms such as criteria, indicators, and standards do not have binding definitions and different entities (including public administration bodies) use them in different ways.

The Czech School Inspectorate

192. Criteria for evaluations performed by the CSI are approved for each school year. For the school year 2009/2010 methodological comments on criteria were published, encompassing the description of a particular criterion, the description of the term “average” as a required status and the description of the crisis situation. All criteria are construed as binary. Annex 5 lists criteria in the area of human resources conditions for the year 2009/2010, Annex 6 includes the criteria for the school year 2010/2011.

The Inspection process

193. An inspection can be initiated by:

a) the inspectorate itself – the inspection activity is performed in accordance with the Plan of Principal Assignments for the relevant school year; the Plan is approved by the Minister of Education on the basis of a proposal submitted by the Chief School Inspector. The decision about the visit to an individual school is up to the head of the regional inspectorate, who is obliged to follow a three-year inspection cycle;

b) the public – on the basis of suggestions, complaints and petitions which fall within the scope of powers of the CSI;

c) the organising body – the Ministry, the region, the municipality or the legal entity carrying out activities of a school/school facility for a purpose for which subsidies are being allocated.

194. The average inspection activity at one school usually takes about 6 to 8 days (depending on the size of school). It can be briefly divided into the following four phases:

Preparation phase

195. Schools and teachers need to be notified about the planned inspection in advance. However, the law does not set a time limit. The norm is usually from 7 to 14 days of advance notice. The team leader informs the head teacher about the subject of the inspection activities, the date of departure and the expected date of completion, the scheduled inspection activities, a list of documents which will serve as a basis for evaluation or inspection, or inquiry into the complaint, and all the requirements needed for those inspection activities (e.g. provision of a separate room with access to the intranet, etc.).

196. In the preparation phase the inspection team leader assigns tasks to the team members. Each team member requests necessary pre-inspection data. This phase concentrates mainly on the SEP and whether it is in compliance with legal regulations and the FEP. The length of this phase depends on the size of the school. It can take at least 1 day.
School phase

197. At the start of the inspection activities in the school the team leader submits to the head teacher a written authorisation issued by the Chief School Inspector for the performance of inspection activities. All members of the inspection team prove their identity using School Inspector Cards or Auditor Cards. The head teacher then briefly presents his/her school and hands over all the requested materials.

198. During the school visit the inspection team carries out inspection activities according to the designated subject. It uses different methods (see below). In the course of this phase a more detailed analysis of school documentation is made. There is no minimum set of lessons to be observed by each inspector (it may vary from case to case), but it is at least 3 whole lessons in different grades. At the end of the school visit the head of the inspection team discusses with the school management preliminary results of the inspection activities and the date of presentation of the inspection report is agreed. This phase can take approximately from 2 to 5 days.

Completing and reporting phase

199. There is no set time limit according to the law for completing and reporting. This may vary from case to case. Usually, the evaluation of the information, team meetings, and the processing of the inspection report take 14 days, but the protocol from a detailed state check may take up to one month to be completed.

200. The results of an evaluation are featured in the inspection report or protocol. The content of both is discussed between school inspectors (Inspection Report) or auditors (Protocol) and the head teacher of the school. The head teacher confirms through his/her signature that the report/protocol has been discussed and taken over. The head teacher may submit his/her comments on the inspection report to the CSI (within 14 days after it was submitted) or objections to the protocol (within 5 days after it was submitted).

201. Comments on the inspection report are incorporated into the final inspection report. Then the inspection report, along with the comments and opinions of the CSI (provided by the inspection team) on such comments, is sent without undue delay to the organising body and the school board. The inspection report, including the comments, is available to the public and is kept for a period of ten years in the school concerned and in the relevant office of the CSI.

202. In the event of objections to the protocol auditors can only comment on the objections. The decision itself is made only by the Chief School Inspector. The protocol together with the decision is sent without undue delay to the organising body. The Protocol is a non-public document, but it is also kept for a period of ten years in the school concerned and in the relevant office of the CSI.

Follow-up phase

203. Schools which have been inspected are obliged to adopt measures in order to correct, without undue delay, shortcomings identified during the inspection, not later than within the period specified by the CSI. On the basis of the inspection results the organising bodies implement, without undue delay, the necessary measures at their schools.
204. The follow-up inspections usually focus on how the school has remedied the inadequacies found during the previous inspection.

**Basic methods of detecting and evaluating the conditions, course and results of education**

205. Inspection findings and concrete sets of data describing monitored phenomena (indicators) are gathered by means of the following information sources and detection methods:

- analyses of school documentation;
- a comparative analysis, used in particular for experimental evaluation of compliance on the part of a SEP with the FEP;
- observation of rooms and other school resources (equipment);
- direct observation of both theoretical and practical teaching or the course of professional practice (subject and inspection observations);
- direct observation of competitions and other events supporting learning;
- analysis of pupils’ work;
- interviews with head teachers, teachers and other pedagogical staff;
- the relevant contact with school organising bodies.

206. In addition, inspections focusing on a special topic may use the following:

- interviews with advisory bodies to head teachers;
- interviews with pupils;
- questionnaire surveys among pupils, teachers and head teachers;
- questionnaire surveys among parents or other partners.

**Organising bodies and regional authorities**

207. Quantitative data on criteria used by organising bodies and regional authorities is not available. The qualitative survey carried out in 2009 (STEM/MARK 2009) showed that public officials concerned with the governance of primary, secondary and tertiary professional education saw professional qualifications of teachers as a clearly appropriate criterion for evaluating the quality of a school, which means that particular subjects should be taught by teachers who hold an appropriate qualification. As regards secondary technical and vocational schools, one of the criteria is the employability of school leavers, while another is the results of comparison tests of the knowledge of pupils carried out by private agencies and stability of educational staff, including the turnover rate of teachers. Other criteria are mostly considered only partially suitable or suitable with reservations, including for example the success of, and marks gained by pupils, and their results when taking the school-leaving examination.

208. The aforementioned qualitative study also demonstrated that organising bodies and representatives of public administration most frequently use results of inspections carried out by the CSI and the financial performance of schools for the evaluation of schools. Furthermore, schools are often evaluated according to the qualifications of teachers, the image of a school among the general public and according to self-presentation. Reference standards (benchmarks) are not usually formally specified.
Self-evaluation

209. Self-evaluation criteria have not been formally specified, so schools can select them according to their priorities. The MoEYS, alongside the CSI, drew up guidelines on school self-evaluation, including the proposal for selected criteria. The guidelines are not binding on any school and evidence as to whether they are used is not available. The website www.rvp.cz lists several examples of good practice and the description of four models for evaluation of the quality of a school within its self-evaluation (TQM\textsuperscript{36}, ISO/IWA 2:2003\textsuperscript{37}, EFQM\textsuperscript{38} and CAF\textsuperscript{39}). The project “Profile School 21 – Inclusion of ICT into School Life” supports self-evaluation processes in schools with the assistance of ICT and on-line applications. The instrument was developed in 2010 and piloted at selected schools.

210. More detailed information on criteria and standards of self-evaluation is not available. The CSI Annual Report 2007/2008 only states that from among monitored schools only 51 % of kindergartens and 71 % of basic schools specified criteria for self-evaluation (CSI 2008).

211. The project “The Path to Quality” focuses on the area of self-evaluation. It is implemented by the National Institute of Technical and Vocational Education in cooperation with the National Institute for In-service training. The aim of the project is to support schools by offering them evaluation tools and criteria for assessing the process of self-evaluation. The project also offers to arrange exchange visits and mutual teaching/learning, peer reviews, workshops, consultancies, conferences, and a bulletin. The outcomes of the project are evaluation tools which are gradually being published, but also Criteria for evaluation of plans, processes and reports on school self-evaluation which are meant mainly for reflecting self-evaluation activities. A study text relating to the education programme entitled “Self-evaluation Coordinator” was published. Advisory services are also provided within this project.

212. Tools for evaluation differ according to the type of evaluating entity. For its evaluations the CSI uses in particular an analysis of school documents, classroom observations, interviews and questionnaires, whilst regional authorities and other school organising bodies build mainly on an analysis of school documents. The spectrum in the area of self-evaluation seems to be broader when, apart from the above-mentioned tools, it uses also a SWOT analysis and a group discussion. A number of schools administer their own questionnaires.

213. As regards evaluation criteria of organising bodies and regional authorities, only data resulting from qualitative studies is available. Such data shows that schools take into account

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\textsuperscript{36} TQM (Total Quality Management) – philosophy focusing on a customer, striving for the continuous improvement of core activities and using analytical tools and teamwork which require the participation of all employees. There are several TQM models, of which the most frequently used are EFQM Excellence Model, CAF model, Malcolm Baldrige model (USA) and ISO 9000. Source: www.nidm.cz.

\textsuperscript{37} ISO/IWA 2:2003 procedure is a guideline for the application of ISO 9001:2000 in education. It was developed and published in 2003 on the basis of multi-year experiences using an application of ISO 9001:2000. This procedure is based on process management, meaning the application of a process approach.

\textsuperscript{38} EFQM Excellence Model is a managerial model applying essential concepts of total quality management (TQM) in the structural management system. Source: www.nuov.cz.

\textsuperscript{39} CAF – Common Assessment Framework – Improving an organisation through self-assessment is a tool for quality management, which was created for organisations operating in the public sector. It is the result of cooperation between EU ministers responsible for public administration and since 2000, when its first version was introduced; it has been further developed by the European Institute of Public Administration (EIPA). The model is based on the premise that excellent results in organisational performance, citizens/customers, people and society are achieved through a leadership-driven strategy and through planning involving people, partnerships, resources and processes. Source: Česká společnost pro jakost, o. s.
results of CSI observations and financial results of schools. Areas pertaining to self-
evaluation are stipulated by the Decree (see Section 4.1.1).

214. Evaluation criteria do not differ according to the type of schools.

215. The interval for executing external evaluations of schools, for performing inspections of the CSI in a particular school or school facility has not been stipulated. Internal evaluation of schools is a basis for external evaluation carried out by the CSI. However, in reality schools have problems with their self-evaluation and its impact on the enhancement of school practice is often minimal.

216. Evaluation of schools can differ considerably between selected schools. For internal evaluation the state defines only general evaluation areas, while the concept of evaluation (for example specification of criteria of evaluation) is fully within the purview of schools. External evaluation of schools differs depending on the current criteria specified by the CSI for the given school year and criteria established by the organising body for the school year concerned.

4.1.3 Competencies to assess schools and to use assessment results

217. In accordance with the Education Act, school inspectors, auditors 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. The process of hiring inspectors is regulated by labour law provisions and the Education Act. A school inspector can be a person who has completed higher education and has had at least five years of pedagogical or pedagogical-psychological experience, and who satisfies other prerequisites laid down in a special legal regulation. An auditor can be a person who has completed higher education, who has at least five years of professional experience and who satisfies other prerequisites laid down in special legal regulations, or a person who has completed secondary education completed by a school-leaving examination, who has at least twenty years of professional experience and who satisfies other prerequisites laid down in special legal regulations. The person appointed works under the supervision of a school inspector or an auditor.

218. Evaluators/assessors and respondents to school self-evaluation are not clearly defined. All pedagogical staff, or alternatively only some teachers, can be involved in internal evaluation. Both pupils and parents can provide comments.

219. Decree No. 317/2005 Coll. regulates the content of education of head teachers quite generally, listing only the following areas: school management, human resources management and development including health and safety, theory and practice of school management, law, economics, pedagogy, psychology, communication and information technologies. Thus it rests with providers of education as to which topics pertaining to the area of evaluation will be selected and to what extent they will be taught within the programme. The availability of in-service training courses for the area of evaluation is quite limited.

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41 Act No. 561/2004 Coll. on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act), as amended.
220. The information on specific development of competences of those who are evaluated is not available.

221. The school management plays a key role in internal evaluation. Members of management specify criteria for evaluation, ensure that evaluation is carried out and are responsible for implementation of measures, if such measures are adopted. In the case of external evaluations the head teacher can file comments concerning an inspection report.

222. There is no obligation to support schools in effective utilisation of results of evaluation. Every school is allocated funds for the in-service training of teachers and can use them to support education in the field of evaluation. Currently a range of projects are financed from the ESF and these deal with support of schools in the area of evaluation. The projects are managed either centrally (for example the projects The Path to Quality – support of self-evaluation, Profile School 21 – Inclusion of ICT into School Life) or by regions. As a consequence 14 regional systems of evaluations are being established de facto in the Czech Republic (see Annex 7). The Status Report on Development of the Education System in the Region has been published and is available for public officials, teachers, school managers, and the general public.

223. The further development of the evaluating competences of CSI staff is managed by the Chief School Inspector. The development of the competences of employees of regional authorities and other organising bodies is managed by heads of the relevant units/departments. Head teachers decide on education in the area of school self-evaluation and such education is implemented through training courses held as part of the in-service training of teachers and within the framework of a number of projects funded by the ESF.

4.1.4 Using school assessment results

224. CSI inspection reports are available on the CSI website and can be used by any entities. Schools are obliged to include results arising from CSI evaluation in their annual reports. Results are further used mainly by organising bodies and departments of education of regional authorities. Results arising from evaluations made by organising bodies and other entities are not, as a rule, published. Results of external evaluation of schools are linked to finance in the case of private schools. However, in the case of both public and private schools linking to financing also depends on the approach adopted by the department of education in the relevant region. Results arising from CSI inspections are published in the CSI annual reports.

225. According to the Education Act, the results of the CSI inspection activities presented in the inspection report must be discussed by the school board. Any gross violation or non-fulfilment of the legal obligations on the part of the school head, as identified by the Czech School Inspectorate, the organising body or any other supervisory body, may constitute grounds for the school head’s dismissal.

226. In the event of finding inadequacies in school performance during an institutional inspection or a state check, the CSI sets a deadline by which the inadequacies have to be solved. It also requires a report on what actions have been taken to solve those inadequacies. After that, the CSI performs a follow-up inspection, which has to show what

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42 Per capita funds are allocated automatically. If a school requests further money within an appeal procedure, its allocation depends on criteria developed by individual regions.
measures have been taken and to show eventually their effectiveness. If the measures towards improvement have not been not taken or fulfilled, the school is deemed to have committed an offence against the law and might be fined up to 50,000 CZK. In the event of failing to act or in the event of gross deficiencies in using the financial resources from the state budget (discovered during a public audit) a school may be fined up to 1,000,000 CZK.

227. In the event that it is ascertained that the school concerned has failed to act or gross deficiencies are ascertained in school performance, the Chief Schools Inspector may submit to the body maintaining the Register of School Facilities a proposal for the removal of the school or the programme concerned from the Register of School Facilities.

228. If schools have been evaluated positively, but the evaluation contains comments on the quality of a certain number of aspects, they have to draw up a plan for improvements. The schools are obliged to take measures to remove the inadequacies found during the inspection activity without any unreasonable delay, no later than the deadline set by the CSI. Based on the results of the inspection activity, the organising body obliges the school to take measures. The CSI may perform a follow-up inspection in a school/school facility. The aim of the follow-up inspection is to check whether measures have been taken, and later to test their effectiveness.

229. Regarding the decision about a fine, the head teacher has the right to appeal. It is the Chief School Inspector who adjudicates the appeal within 15 days.

230. For private schools a positive evaluation is very important since it allows the school to submit an application for an increase in its financial allocation. To do so private schools have to achieve a ‘standard’ or ‘above average’ level in the inspection report, and not to have made any significant infringement of legal regulations stated in the protocol.

231. Schools are not obliged to disclose the results of school self-evaluation. However, some schools publish their self-evaluation reports on their web pages.

4.2 Implementation of school assessment


233. Information on results of evaluations of pedagogical aspects of school practice can be found in inspection reports; qualitative information on evaluations of schools within individual sectors of the education system is included in the relevant CSI Annual Report and in thematic reports. Information on economic aspects resulting from activities of schools is published in inspection reports and local authorities possess detailed data. However summary information covering the whole system is not processed. Information on the results of evaluations of other aspects of school activities is published in inspection reports and the CSI Annual Report provides summary information covering the whole system.

234. Research in the area of education in the Czech Republic has been concerned, above all, with self-evaluation processes in schools. Vašťatková and Prášilová (2010) found out that certain activities focusing on internal evaluation were being carried out in schools, but, as previously mentioned, they lacked a systematic, coherent and purpose-specific approach. As schools are gaining experience in this respect, they are becoming more knowledgeable about the “correct implementation of self-evaluation”. The fact that schools have more
experience also means that they see self-evaluation as a meaningful activity. The authors point to the need for shifting attention to the attitudes of the various players in the evaluation processes.

235. A questionnaire-based survey implemented by Chvál et al. (2010) revealed significant differences between schools as concerns the need for assistance, and pointed to a large proportion of schools that need assistance. An overwhelming majority of schools require “tried and tested” evaluation instruments. There is a strong correlation between experience (measured in terms of the number of self-evaluation processes carried out) and the perception of the meaningfulness of self-evaluation (and disappearance of the feeling of helplessness).

236. Chvál and Starý (2008) described the system for supporting school heads in the process of schools’ self-evaluation that was implemented in 12 basic schools in Prague. The support provided over a two-year period brought about major positive changes in the school heads’ readiness to implement plausible self-evaluation. Analyses of the content of assignments developed by school heads clearly revealed that schools do need external specialist assistance. An analysis of a peer review (carried out by school heads) of school development plans also generated interesting outcomes. The outcomes point to serious drawbacks in terms of the learning exchanges between schools without external specialist support.

237. An uncomfortable phenomenon occurring within the system of school evaluations is the fact that, according to the available research and opinions of relevant actors concerned with the governance of primary, secondary and tertiary professional education, evaluations made by external entities concentrate mainly on formal aspects of school practice. Although the CSI publishes its criteria for evaluation every year, respondents participating in studies have concerns. They say, for example, that even though the CSI also publishes comments on criteria discussed with the MoEYS, clear criteria for the manner in which inspectors should assess the level of self-evaluation in schools are missing (Černý 2010).

238. Another disturbing aspect is the fact that “for a large number of schools, the attitudes and approaches to self-evaluation on the part of their organising bodies (municipalities, regions) as well as from the side of the Czech School Inspectorate are unclear”.

239. The project “The Path to Quality” (See Chapter 4.3) should contribute to the enhancement of the quality of school self-evaluations. This initiative should meet above mentioned requirements of schools.

240. Involvement of other stakeholders in the evaluation of schools is quite diversified. No other actors are engaged in the implementation of external evaluations. Schools are fully responsible for the involvement of external actors in school self-evaluation. According to the study carried out by the National Institute of Technical and Vocational Education (Černý, Procházková 2010) parents, pupils, businesses, organising bodies, employers and so forth are involved.

43 Only 43% of schools understand the approach adopted by the organising body. Similarly, only 40% of schools understand the approach of inspectors. Fewer than one in ten schools “absolutely” understand this approach. But what is even more important is the fact that more than one fourth of schools are not able to answer this question (“I do not know / I am not able to assess it”) which is the highest ever number of such answers in a questionnaire. This again signals that the approach of the above-mentioned institutions towards self-evaluation is unintelligible and incomprehensible”. (Černý, Procházková 2010).
241. The approach towards evaluation of schools is neither at the centre of interest of teachers’ associations nor that of parents’ organisations. There is no national parents’ association in the Czech Republic. Parents can however express their opinion regarding CSI evaluations within the school board (representatives of parents elect one-third of the members of school boards). Elected representatives also participate in developing strategic objectives for the further development of the relevant school. They express their opinions on the financial analysis and propose measures aimed at enhancing financial management.

242. Teachers’ associations can express their opinion on the system of school evaluation within the framework of comments which are provided for by some legislative amendments.

243. A number of head teachers think that the obligation to work on self-evaluation overlaps with the obligation to work on annual reports. At one conference devoted to the issue of self-evaluation and held in 2007, representatives of schools said that they would welcome it if inspection did not assess results of self-evaluation but concentrated instead on the quality of self-evaluation (enough supporting documents and their relevance, good or poor interpretation of results, meaningfulness of derived conclusions and measures to be adopted). It would be appropriate to publish criteria according to which the CSI would assess school self-evaluation. The CSI Annual Report for 2007/08 states that the inspectors monitored the compliance of self-evaluation with the required structure and focused on whether outcomes of self-evaluation were used for the improvement of educational quality.

244. According to the qualitative study of the project manager of “The Path to Quality” carried out in 2009, the situation in schools is characterised by unclear roles of the organising body and the CSI. There are also concerns that results of self-evaluation can be abused and that benefits resulting from self-evaluation are negligible in comparison with the efforts made to achieve them (Černý 2010; Černý, Procházková 2010; Chvál and Starý 2008; Chvál et al. 2010).

4.3 Policy initiatives

245. In order to enhance self-evaluation, the project “The Path to Quality” has been launched. The aim of the project is to collect and analyse information concerning the self-evaluation support processes, to create and verify supportive methodological tools and to create mechanisms which encourage and support schools in their communication (both internal communication and communication between schools). The project should also propose and pilot the system of education of pedagogical staff in the area of self-evaluation. Programmes of in-service training of teachers also focus on self-evaluation. These programmes are offered by regional branches of the National Institute for in-service training and regional centres of in-service training of teachers. Certain tools are published on the website of the Research Institute of Education: [www.rvp.cz](http://www.rvp.cz). According to an amendment to the Education Act that is currently under discussion, self-evaluation will only serve as a basis for developing a school annual report and will no longer constitute a background material for external evaluation. The content and structure of self-evaluation will be exclusively the responsibility of individual schools.

246. Between 2007 and 2008 pilot testing of pupils in the 5th and 9th grades took place. Schools received comparisons of results of pupils in particular school with average results of
participating schools in the relevant region and in the Czech Republic, as well as the analysis of pupils’ results with links to information acquired from questionnaires completed by pupils.

247. Education policy makers intend to introduce a regular testing of results achieved in 5th and 9th grades of basic schools. The government wishes to stimulate transparent publishing of results of schools necessary for comparisons, with emphasis placed on differences at the level of inputs (different education of enrolled pupils) in order to optimally compare provided education. Associations of secondary schools support the introduction of such tests, since they want to use the results for enrolment purposes. Although associations of basic schools also support the implementation of such tests, they disagree with publishing results of schools. According to the chairman of the School Trade Unions “tests will bring about objective evaluation of schools and it will finally be clear whether the level of education is declining or not”.

248. In order to evaluate secondary schools, the results of school-leaving examinations, which are currently being prepared, should be used. The first state-organised school-leaving examination was held in 2011.

249. On 15 October 2010 the MoEYS held a conference marking the launch of a public debate about the possibilities of using educational standards and testing for the purpose of increasing the quality of basic education in the Czech Republic. As a follow-up to the conference, four working groups dealing with the development of the standards began to work. The first examples of the standards were published on 17 January 2011. On this occasion the MoEYS stated: “The objective of the standards is to assist teachers, schools, parents and pupils in the implementation of educational objectives, while the standards will become an important background material for the development of further educational policies. The standards will be directly linked to the expected outcomes of the FEP for basic education and will specify their content. A part of the standards will be used to prepare tests for ascertaining the results of pupils in the 5th and 9th grades. However, this will not mean that education will be reduced to selected content areas and outputs that can be tested. In order to test skills and attitudes, in particular, other forms of ascertaining results may be used. The data obtained will serve as feedback for schools and will not be used to set up school performance ratings”.

250. Broad public debate was launched on the evaluation standards for basic education that took place at the www.rvp.cz methodological portal. The discussion on evaluation standards was managed by RIE experts who are members of the MoEYS working groups. They monitored the results of the debate and were involved in a follow-up web-based poll. The results of the discussion reveal that it is difficult for teachers to express their view on these matters.

45 In their contribution the participants were supposed to answer five questions: 1. Are the indicators comprehensible? 1. Are the standards designed in a coherent manner? 3. Do the indicators sufficiently specify the FEP for basic education? (Can you imagine specific teaching activities in relation to the various indicators?) 4. Can the illustrative tasks facilitate better understanding of the indicators? 5. Can the results of the fifth-graders and ninth-graders be distorted by the fact that the (planned) testing will be done using computers (i.e. electronically)?
Chapter 5: Teacher appraisal

5.1 Current practices

5.1.1 General aspect of teaching profession

251. The pedagogical/educational staff must be legally competent, of integrity, in a good state of health and must have the knowledge of the Czech language and the relevant professional qualification. A “pedagogical worker” is someone who carries out direct teaching activities and is employed by a school. The law\(^46\) distinguishes 9 categories of educational staff:

a) teacher;
b) teacher in a facility for the in-service training of pedagogical staff;
c) educator\(^47\);
d) special education teacher;
e) psychologist;
f) teacher responsible for leisure activities;
g) teacher’s assistant;
h) coach;
i) education manager.

252. The law defines the details of the process of acquiring professional qualifications for teachers at kindergartens, at level 1 and level 2 of basic school (primary and lower secondary education) and in upper secondary education.

The career system

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

254. The description of career levels for teachers at basic schools, basic artistic schools, secondary schools and conservatoires (with the exception of teachers of practicum and teachers of vocational training) is given in Annex 8.

The employment conditions

255. As part of their work schedules teachers carry out direct teaching activities and work related to direct teaching activities. This includes also the supervision of pupils in the school and during events organised by the school. The work also involves cooperation with pupils’ parents, specialist care of special subject-related equipment, libraries and other educational facilities, activities related to the position of a class teacher and educational counsellor, participation in meetings summoned by the management of the school or the school facility, and participation in in-service training.

256. Teachers must be at the workplace when they teach, supervise pupils and in situations defined by the school head. In other cases the time and place to carry out their work is at their discretion.

\(^46\)http://www.msmt.cz/uploads/Areas_of_work/legislation/ACT_No._563_The_Act_on_Pedagogical_Staff_.doc
\(^47\) Supervisors in after-school centres and boarding facilities.
257. The head teacher sets weekly schedules for the direct teaching activities of teachers in line with the relevant government regulation. He/she may order the teacher to work 4 additional hours on top of the schedule. They may agree on any additional number of hours.

258. For one hour of direct teaching activities performed in addition to the schedule determined by the head teacher the teacher is entitled to twice the amount of the average hourly wage.

259. The periods when teachers are entitled to take holiday are determined by the head teacher and normally coincide with the period of school holidays. The head of the school or the school facility determines the periods when pedagogical staff can take a leave for the purpose of in-service training in the form of self-study. These periods normally coincide with autumn, Christmas, mid-term, spring or Easter holidays, periods during which the school is closed or its services limited, or when school services are not provided for due to special reasons.

260. Annex 9 gives a weekly schedule for direct teaching activities.

*In-service training (professional development) of pedagogical staff*

261. Teachers and educators are obliged to undergo in-service training during their educational practice in order to enhance, maintain and complement their qualifications. Head teachers of schools organise the in-service training of pedagogical staff in line with the respective plan that takes account of the study preferences of the given individual and the school’s needs and budget. Members of the pedagogical staff are entitled to 12 days of leave for study purposes during the school year. The time to take the leave is determined by the head teacher. The costs of in-service training courses may be covered by the school – either in full or in part, or they are paid for by the teachers themselves.

262. There are three main categories of in-service training providers: the National Institute for In-service training (NICE), regional training centres and other providers. The NICE is an organisation directly managed by the MoEYS that has a branch in each region. In addition to this each region has an organisation providing in-service training for teachers that is partially funded from regional resources. RIE provides in-service training for teachers on selected topics in the form of e-learning courses as part of the *Metodika II* project funded from the ESF. There are a number of non-profit and private providers of in-service training designed for educational staff.

263. The situation concerning in-service training in the Czech Republic is seen to be problematic: there are a large number of courses on offer, but it is difficult for teachers to see what exactly they may get. They feel there are insufficient opportunities in terms of other teachers fitting in for them when training is held. Teachers prefer several days long and more comprehensive courses that they can attend with their colleagues. The want to train particularly in communication skills, psychology, special education, work with gifted and talented pupils, ICT and language skills. They would also welcome courses focused on work with children with varying abilities and socio-cultural backgrounds (Factum Invenio 2009).

264. “Quick Surveys” (IIE 2010) revealed that only secondary school teachers showed an increase in their interest in professional development between 2007 and 2010. This increased interest concerned courses aimed at teaching pupils with special educational needs and didactics in specific fields. Schools are increasingly careful in choosing in-service
training courses, taking account mainly of the teachers’ preferences and the schools’s needs. The financial aspect may be significantly limiting for more than a half of schools. In 2007 only some two fifths of head teachers thought the career and remuneration systems were motivating. Since then this proportion has dropped further. Teachers most frequently take part in short, one-day courses and in programmes leading to a qualification. Participation in other courses is less than 20 %. Apart from in-service training courses teachers make use of peer observations within one school and customised training courses. Customised training is hardly ever (or just exceptionally) an option for nearly 80 % of the smallest schools. Classroom observations at a different school appear very rarely, and the same is true for internships abroad. The situation in this respect has not virtually changed over the last three years.

5.1.2 Overall framework for teacher appraisal

265. No principal strategic documents deal with the area of evaluation of teachers. This topic is not mentioned either in the White Paper or in the 2007 Long-term Policy Objectives, nor is it included in The Analysis of a Set of Evaluation System in Initial Education in the Czech Republic (CSI 2010a). The CSI does not pay attention to evaluation of individual teachers. Although inspectors do observe and assess individual teachers, their aim is to evaluate the school as a whole. Various forms of teacher appraisal by head teachers are only regulated by general labour-law provisions.

266. As a rule, teachers are evaluated when they are hired and when their capacities for teaching are assessed. Teachers are also evaluated in the course of their work as part of observations made by the head teacher. Results of evaluations have an impact on the inclusion of teachers at career levels under the relevant Decree48, which means that evaluations affect the level of pay. CSI inspections at individual schools are performed irregularly, usually at intervals of between three and five years. Moreover, not all teachers are evaluated as part of inspections/classroom observations. CSI evaluation is most frequently seen to have a check-up function, and the performance of a teacher is compared with a hypothetical standard performance. The notions as to what is “standard performance” are not generally shared within the education community as they differ among individual teachers and inspectors. National teacher performance standards, which would serve as a guideline for evaluating the work of teachers and unify all concepts existing within the education community, have not yet been approved. Thus, the results of CSI evaluations may but need not affect the teacher’s level of pay. The head teacher is responsible for decisions on increasing/decreasing the salary (or other benefits) in response to the results of CSI evaluations. More detailed data on whether inspection results are taken into account when determining the teachers’ level of pay is not available. Below are examples 1 and 2 describing evaluations of teachers as extracted from inspection reports.

Example1: Summary evaluation of teachers extracted from the CSI inspection report49

Teachers took account of the pupils’ age and needs by means of an appropriate structuring of their lessons. Pupils at the 1st level were motivated by effective changes in the forms and

48 Decree No. 317/2005 Coll., on the in-service training of teachers, the Accreditation Commission and the career system of pedagogical staff, as amended.

49 www.csicr.cz
methods of work, and teachers included relaxation periods (for example, exercises with overballs in the 1st grade).

Frontal instruction predominated at the 2nd level, teachers engaged pupils in interesting tasks and activities.

Example 2: Evaluation of particular teachers extracted from the CSI inspection report

The lesson in physical education in the 3rd grade was organised in the school playground. The aim was to teach pupils different ways of throwing a ball as part of the game of end-ball. The teacher efficiently organised physical movement activities. Pupils showed interest in exercising. Some of them, however, had difficulties throwing the ball at a longer distance.

The teacher’s preparatory work for teaching family education in the 8th grade was well thought over. The educational aim followed upon the subject matter taught before in an appropriate manner. The teacher made use of the direct experience of pupils, supported their verbal communication and cooperation. The instruction was supplemented by topical information pertaining to the area of healthy lifestyles. The relevant journals were used for this purpose. The teacher’s approach towards the pupils was sensitive.

267. The head teacher plays a key role in teacher appraisal. Under general labour-law regulations an employer is obliged to appraise the performance of employees and the results of their work. However, the aims, nature and use of the appraisal results are not regulated in more detail. The most frequent form of evaluation is classroom observation performed by the head teacher or any other member of the school management. In a number of schools classroom observations are carried out using a universal observation form developed by the teachers of the given school. Summary data on teacher appraisal are not available. Head teachers approach teacher appraisal on the basis of their personal experience and preferences, and they are also influenced by the study programmes they are required to attend in order to be able to perform their management function. Teacher appraisal usually focuses on performance appraisal. However, more recently this has been expanded to include: identification of the teachers’ training needs and an opportunity for self-assessment and identification of development needs by the teacher.

268. There are only two non-governmental organisations in the Czech Republic that deal with systematic evaluations of teachers in line with international standards as part of a certification process. These organisations – Reading and writing for critical thinking CR and Step by step CR - are members of the respective international networks. The certificates

50 www.csicr.cz
51 Act No. 561/2004 Coll., the Education Act, Section 164 (1) (c).
52 Sec 302 (a) of Act No. 262/2006 Coll. (the Labour Code)
53 Decree No. 317/2005 Coll. stipulates that students who complete school management studies attain knowledge and skills in the area of management of legal entities performing the activities of a school or a school facility. This includes, in particular, knowledge of the theory and practice of school management, law, economics, pedagogy, psychology, health and safety at work, communication and information technologies. The particular content of the study programme differs according to the provider of education. Teacher appraisal may therefore be approached in different ways.
acquired normally do not affect the teacher’s career. Head teachers are not obliged to take these qualifications into account when hiring a teacher or when setting their pay increments. The certification process offered by the two organisations is very thorough and demanding in terms of content and time. This is why this option is only chosen by a small number of teachers who are motivated to improve their work. Teachers who want feedback can also select video training, where their lessons are videotaped and subsequently analysed by a trained facilitator.

269. We may sum up that approaches focusing on inspection (checking) prevail in teacher appraisal; only occasionally does evaluation follow different aims (identification of training needs, provision of focused feedback and so forth). Empirical data on approaches and aims of evaluations of teachers by head teachers are not available. Teachers are not obliged to collect evidence about their professional development. In other words, teachers are evaluated in schools but the data on the nature and criteria of such evaluations are not available.

*Evaluation of teachers by the CSI*

270. The CSI is not directly obliged to evaluate teachers. The areas of evaluation on which the CSI focuses are defined by legislation in rather general terms, and the scope of inspection activities is derived from the Plan of Main Tasks for the school year concerned and specified evaluation criteria.

271. The CSI draws up inspection reports and thematic reports. Inspection reports are to evaluate the conditions, implementation and results of education in individual schools, whereas thematic reports should deliver summary analyses and information about the activities of schools and school facilities with respect to the selected topic. The CSI should also evaluate the effectiveness of the education system.

272. Evaluation of conditions in the area of human resources (staffing) consists in evaluation of qualifications of pedagogical staff and the in-service training of teachers (see Annex 3).

**Example 3: Example of evaluation of staffing in inspection reports**

Education is provided by 30 teachers (including the head teacher and two deputy head teachers); of these seven teachers and two supervisors of after-school activities do not have a professional qualification. One teacher is undergoing university studies in order to acquire the relevant qualification. One teacher is undergoing university studies in order to acquire the relevant qualification. One teacher is undergoing university studies in order to acquire the relevant qualification. One teacher is undergoing university studies in order to acquire the relevant qualification. One teacher is undergoing university studies in order to acquire the relevant qualification. However, they attend language and methodological training courses (for example a seminar entitled New Trends in the Instruction of the German Language). One positive aspect is that they are involved in language projects.

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54 Only several dozens of teachers received the certificate.
55 Inspection activities are performed in compliance with the Plan of Main tasks for the relevant academic year. The Plan is approved by the Minister of Education.
56 New evaluation criteria are specified for each academic year.
57 Activities of the CSI are described here only with regard to evaluations of teachers.
58 [www.csicr.cz](http://www.csicr.cz)
The school management also supports the professional growth of other teachers. They are trained in the area of healthy lifestyles, environmental education, inclusion of foreign nationals into Czech schools, and prevention. The professional development of pedagogical staff corresponds to the needs of the school and all teachers are involved in this training. In the previous school year it focused, for example, on active learning methods, accident prevention, creative schooling, the use of interactive boards in instruction, and regular training of the head teacher and the educational counsellor. The plan of the professional development of teachers for this school year is currently being developed on the basis of preferences shown by teachers and in line with the school’s needs. The management makes it possible for all employees to engage in professional development.

273. Evaluation of the entire pedagogical staff is based on evaluations of individual teachers. As a result of the evaluation general statements are produced that concern the teachers of the given school. It is not clear from the report how many teachers were observed and what criteria were used to evaluate them (see Example 4).

**Example 4: Example of evaluation of pedagogical staff in the inspection report**

Teachers monitor and evaluate the educational outcomes, work with them systematically and adopt appropriate measures in order to support pupils.

Teachers take account of the pupils’ age and needs and develop an appropriate structure of lessons.

Teachers evaluate the pupils’ achievements, emphasise their progress and encourage them to evaluate themselves.

Teachers pay attention to feedback mechanisms, work with mistakes and carry out continuous assessment. However, they rarely encourage pupils to engage in peer review and self-assessment.

During classroom observation, teachers used their experience and professional knowledge. The demands placed on pupils were appropriate in view of their individual abilities and potential. They employed various approaches and methods appropriate for the education required by the pupils’ individual education plans.

274. Thematic reports are concerned with evaluation of support for the development of selected topics (areas). Moreover, the aim was to assess the conditions for education and the effectiveness of methods for creating and supporting further development of pupils’ reading skills in the teaching of the Czech language and other subjects in basic and in secondary schools. A related topic – “A Child and His/her Psychology – Language and Speech” was monitored in kindergartens.

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59 www.csicr.cz

60 The aim in 2008 was to evaluate the ways in which schools support and develop reading literacy in pupils, Moreover, the aim was to assess the conditions for education and the effectiveness of methods for creating and supporting further development of pupils’ reading skills in the teaching of the Czech language and other subjects in basic and in secondary schools. A related topic – “A Child and His/her Psychology – Language and Speech” was monitored in kindergartens.
**Example 5: Example of evaluation of staffing in a thematic report**

Evaluation indicators:

*Teachers of the Czech language* – number, the proportion of those with the relevant qualifications, the in-service training of teachers in reading skills

*Other teachers* – number, the proportion of those who participate in the in-service training of teachers in reading skills

*Activities of teachers (apart from direct teaching) leading to the development of reading skills*

Evaluation results:

The CSI ascertained the quality of human resources by inspecting the professional qualifications of pedagogical staff and observing teachers during instruction. Of the total number of 4,336 teachers in the schools visited 1,367 teachers taught Czech language and literature; 1,175 of them had the required professional qualification for teaching this subject (86%).

Contrary to the assumption that teachers of the Czech language should be interested in specific professional training, the CSI’s finding was that 47.7% of these teachers had participated in in-service training aimed at reading literacy, critical reading and writing and work with a text and information. Only 26% of teachers of other subjects had attended training courses focusing on this issue.

**Example 6: Example of evaluation of activities of teachers when developing specific reading skills in pupils at basic and secondary schools**

<table>
<thead>
<tr>
<th>subject</th>
<th>basic schools</th>
<th>secondary schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>1.97</td>
<td>2.10</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>2.03</td>
<td>2.27</td>
</tr>
<tr>
<td>Civics</td>
<td>2.15</td>
<td>2.00</td>
</tr>
<tr>
<td>History</td>
<td>2.19</td>
<td>1.67</td>
</tr>
<tr>
<td>Czech language</td>
<td>2.22</td>
<td>2.05</td>
</tr>
<tr>
<td>Elementary teaching of social and natural sciences (prvouka)</td>
<td>2.26</td>
<td>-</td>
</tr>
<tr>
<td>Natural sciences</td>
<td>2.68</td>
<td>2.13</td>
</tr>
<tr>
<td>Geography</td>
<td>2.94</td>
<td>2.00</td>
</tr>
</tbody>
</table>

61 www.csicr.cz
62 www.csicr.cz
The scale used to evaluate the indicators monitored during classroom observations: 1(+ +), 2(+), 3(+ -), 4(--).

Evaluation results:

During classroom observations the CSI also focused on the activities of teachers aimed at developing specific reading skills in various subjects. A correlation analysis of the data collected during observations showed that successful acquisition and development of such skills is affected most of all by teachers’ specific methodological skills. Inspection also identified differences in this respect between teachers at basic and secondary schools. While in basic schools teachers of mathematics were evaluated to be the best, in secondary schools the best teachers were teachers of history. Teachers of geography and natural sciences did not receive a very favourable rating in basic schools and the same was true for teachers of foreign languages at secondary schools.

Conclusion of the thematic inspection report to reading literacy:

Despite the relatively good results of the statistical analysis of the data collected and the result of a comparative text analysis (inspection reports) the CSI recommends that teachers pay continuous and primary attention to the development and support of reading skills in pupils and that they undergo further education in this area. Observations confirmed that the decisive factor affecting the quality and development of the reading skills of pupils is the quality of specific methodological skills of the teacher.

Evaluation of teachers by the head teacher

275. The head teacher evaluates teachers when they are hired as well as during their educational/teaching activities.

276. When teachers are recruited and hired the head teacher evaluates the extent to which they have fulfilled the requisite conditions in the following areas – legal requirements, professional qualifications for direct teaching activities, integrity, state of health and knowledge of the Czech language63. Furthermore, the head teacher evaluates teachers so that they may be included at the relevant career level64. In this process the head teachers assesses the nature of the activities carried out by the teacher in terms of their difficulty, complexity and responsibility, and also how he/she satisfies the qualification requirements.

277. The methods used by head teachers when evaluating teachers’ teaching and other activities are exclusively the responsibility of the head teacher. The aims of teacher appraisal by head teachers vary and there are various methods used for this purpose. The most frequent ones are classroom observations and interviews. Evaluations using a portfolio are carried out only exceptionally.

278. Evaluation of teachers can also be part of self-evaluation of schools in the framework of evaluation of the quality of their human resources policy. Teachers are not formally obliged

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63 The requirements for carrying out the job of a teacher are laid down in Act No. 563/2004 Coll., as amended. The head teacher of a school established by a public administration body can only be a person who has acquired, not later than within two (2) years of the date he/she started to perform his/her duties as head teacher, knowledge in school management by completing a programme for head teachers held within the scope of the in-service training of pedagogical staff.

64 Inclusion at a career level is regulated by Act No. 563/2004 Coll., as amended, and by Decree No. 317/2005 Coll., as amended.
to carry out self-assessment, and therefore the frequency and nature of such evaluations are affected by the requirements of the school management and by the teachers’ own motivation.

279. Evaluation of the human resources situation in a school is part of school evaluation made within inspection activities. The ways of interconnecting HR evaluation with other forms of evaluation are the full responsibility of head teachers. There are no formal rules governing the ways in which evaluation of the system, schools and pupils affect teacher appraisal. The results of teacher appraisal obtained as part school self-assessment procedure serve as a background material for inspection activities. Data on teacher evaluation by students are not available. The results of teacher evaluations generated via inspections are used in the process of school evaluation (they are not used in pupil evaluation).

5.1.3 Teacher appraisal procedures

280. The CSI is an organisation that evaluates educational processes in schools, inter alia, through evaluation of teachers. Classroom observations and interviews, including standardised ones, are the principal CSI tools. Occasionally, teacher portfolios, self-evaluation and evaluation based on pupil performance may be the choice. There is no teacher testing. Intervals between inspections in the particular school are not stipulated. One school may be evaluated in two subsequent years, while another school need not face inspection for four or five years.

281. Head teachers have full responsibility for the choice of areas to be evaluated. More detailed data are not available.

282. The approaches to school self-evaluation fall within the purview of the head teacher. Head teachers may use a wide range of methodological approaches and methods of classroom observation that may be used to evaluate various aspects of teachers’ work. Pedagogical research does not deal with empirical data on the implementation and results of teacher appraisal. There are only contributions to discussion on the [www.rvp.cz](http://www.rvp.cz) website. Below are two examples of such contributions:

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**Example 7: An opinion about teacher appraisal by a head teacher expressed by a discussion participant**

The head teacher should carry out three classroom observations during a specific period of time. He/she should inform the teacher about the first one and let the teacher choose the subject, day and lesson that suits him/her – i.e. let the teacher choose the ideal conditions. The second observation should be an unexpected one and should be announced to the teacher during the break before the lesson concerned. It should be in the “least appropriate” time – say on Friday during the last lesson. The head teacher should make an average score for the two observations and thus find out what he/she can expect from the teacher. At the third stage the head teacher attends the teacher’s lessons regularly and keeps watching whether the teacher hovers at around his/her average or whether his/her performance deteriorates.
Example 8: Description of a system of classroom observation

My boss has entirely changed the traditional classroom observation procedure. For several years we have had so-called “demonstration lessons” where teachers INVITE the head teacher for classroom observation – where and when they want. This eliminates the “stress” related to whether and when the boss is going to observe me. Of course, we must present plans, discuss about the lesson before and after, and so forth. I must say that this has caught on well and the atmosphere has immediately changed for the better – the boss can see, as a true professional, whether the lesson has been “rehearsed” or whether I always work in this way.

283. Schools carry out self-evaluation in compliance with Decree No. 15/2005 Coll. at three-year intervals. Head teachers can focus on specific areas within the general framework set for self-evaluation, and define their own criteria for the evaluation of teachers.

5.1.4 Competencies to appraise teachers and to use appraisal results

284. Only head teachers are authorised to evaluate teachers. Evaluation is one of the topics studied by head teachers as part of their professional development. After completing their studies head teachers de facto manage the development of their evaluation competencies themselves. Most supervisory bodies (the organising body, the department of education of the regional authority) are not concerned with management and development of head teachers’ evaluation competencies in a coherent manner. In the current ESF programming period a number of projects have been designed that deal with the development of these competencies in teachers (e.g. learning about various instruments in this area). However, a systematic follow-up to project activities is not ensured. The development of evaluation skills is the responsibility of head teachers and it is offered as one of the areas covered by the in-service training programmes for pedagogical staff.

5.1.5 Using teacher appraisal results

285. The head teacher can use the results of CSI inspections when providing feedback or when specifying a pay increment for the given teacher (this is at the discretion of the head teacher). There are no formal links between the results of inspections and teachers’ professional development and remuneration. Decisions in these matters are up to the head teacher. Career progression is regulated by the relevant legislation (Act No. 563/2004 Coll. and Decree No. 317/2005 Coll., on the in-service training of pedagogical staff).

286. The head teacher can use his/her evaluation results when providing feedback. If the teacher’s performance is deemed inappropriate, the head teacher may apply two types of sanction: reducing the teacher’ pay increments or giving him/her notice. Both sanctions are applied only in exceptional cases.

287. If the teacher achieves very good results over the long term or if he/she carries out a wider range of tasks compared to other teachers, the employer may give him/her an increment of up to 50 % of the basic rate of pay (or, in exceptional cases, up to 100 % of the basic pay rate). The head teacher may withdraw an increment from the teacher (he/she is obliged to notify the employee in writing about this and state the respective reasons).

288. The teacher may be given notice in the event of gross violation of the obligations set out in the legal regulations related to the work carried out. An employee may be given notice on the grounds of a less severe violation of the obligations set out in the legal regulations
related to the work carried out, provided that the employee has been warned in writing about the possibility of receiving notice over the previous 6 months.

289. The decision on inclusion at a higher career level is usually conditional upon performance of other activities (for example coordination of the development of the SEP, coordination of environmental education). Improvements in the quality of teaching are not taken into consideration.

5.2 Implementation of teacher appraisal

290. The current system of teacher appraisal by head teachers is characterised by the absence of the relevant summary data about the objectives, methods, implementation and outcomes of such evaluation.

291. Studies analysing the impact of the system of teacher appraisal on the quality of teaching and educational outcomes are not available.

292. The fact that, according to expert analyses, teacher appraisal predominantly assumes the nature of inspection (i.e. checking on teacher performance), while little emphasis is put on using such evaluations as a tool for enhancing the teachers’ professional competencies, is rather disconcerting.

293. What may also be seen as a major shortcoming is that no use is made of the possibility of getting feedback from colleagues (other teachers). The TIMSS study carried out in 2007 showed that peer observations are very rare among teachers.\(^{65}\)

The proportion (in %) of teachers who never meet with their colleagues to discuss various activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>4th grade</th>
<th>8th grade - mathematics</th>
<th>8th grade natural sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions about how to teach a particular concept</td>
<td>15</td>
<td>27</td>
<td>36</td>
</tr>
<tr>
<td>Work on preparing instructional materials</td>
<td>13</td>
<td>25</td>
<td>32</td>
</tr>
<tr>
<td>Visits to another teacher’s classroom to observe his/her teaching</td>
<td>81</td>
<td>88</td>
<td>87</td>
</tr>
<tr>
<td>Informal observations of my classroom work by another teacher</td>
<td>82</td>
<td>92</td>
<td>88</td>
</tr>
</tbody>
</table>

Source: TIMSS 2007

294. Many teachers are not happy with the current method of evaluation of teachers’ work as they think that it leads to unjust financial remuneration. In the study of teachers’ opinions carried out by the Factum Invenio agency (2009), 88 % of teachers agreed with

\(^{65}\) At the second level of basic education (lower secondary level) only teachers of mathematics and natural sciences were interviewed. However, there is no reason to think that the situation pertaining to other subjects would differ.
the statement that “The salary of a teacher should be derived from objective evaluation of the quality of the teacher’s work”. Moreover, 64 % of teachers expressed their agreement with the following statement: “The current system of evaluation of teacher’s results is outdated and inappropriate”.

295. Teacher appraisal takes place at all schools. The main problem of its implementation is that there is only negligible emphasis placed on objectives other than checking up on teacher performance, and that little attention is paid to formative evaluation. In the current ESF programming period various projects have been launched to improve the competencies for evaluating teachers’ work. These include, above all, “The Path to Quality” project that deals with the development of instruments for teacher appraisal as part of school self-evaluation. At regional level some regions commenced projects focused on improving the management (i.e. also evaluation) skills of head teachers (for example the Moravian-Silesian region, the Liberec Region and the Karlovy Vary Region).

296. The main players involved in teachers’ evaluations are head teachers. Other entities do not participate in such evaluations.

297. After discussions about various educational issues in the 1990s, another extensive discussion concerning teacher appraisal was launched in 2009. It concerned the introduction of a standard for the teaching profession. The standard was intended to be a support tool. The discussion was held using the Internet and various regions organised meetings for this purpose. There were several hundred participants registered for the discussion. The objective was to find an acceptable consensus on what constitutes good teaching, how to involve teachers in the development of the standard, how to encourage teachers to identify with the standard, how to reach agreement on terminology and how to increase the awareness about the teaching profession on the part of the general public. A range of participants thought that designing such a standard made sense. Other participants stated that the standard was meaningful only if the relevant conditions for its implementation were established. Some of those who were involved in the discussion expressed their concerns that introduction of the standard might lead to an excessively formalistic approach and insinuation of personal preferences on the part of head teachers. A quantitative study of teachers’ attitudes towards implementation of the standard was not carried out.

298. The majority of teachers did not make any comments on the system of teacher appraisal. However on the basis of expert assessments the overall attitude can be described as negative. Even though in some cases it was the very idea of standardisation that was questioned, much more stringent objections were raised as to the possible ways of using the standard. There are large concerns that assessors will prefer subjective opinions and that evaluation results can be abused. In August 2009 the Minister of Education interrupted the work on the standard. Currently, work is underway on a new project that should define a new standard.

5.3 Policy initiatives

299. As mention above, the MoEYS is currently preparing a new career system and a related teacher appraisal system. A number of projects were implemented to improve the effectiveness of teacher appraisal.

66 Currently, the quality of teachers’ work is only reflected in the pay increments. The standard was intended to ensure that the teacher’s quality should be reflected in the basic rate of pay.
300. At regional level, some head teachers who, at the same time, work as teacher trainers came up with various initiatives that were implemented in several schools. Some regions also implemented projects aimed at enhancing the management skills of head teachers. “A Successful Head teacher” project was implemented at national level. The project dealt with the professional development of head teachers and one of its modules focused on the basics of human resources management. There are no data about the impact of the project.

301. A project entitled “The Chance” was implemented in the Moravian-Silesian region and it was financed from ESF resources. As part of this project a methodology was developed for evaluation of teachers’ work by head teachers (http://www.kvic.cz/kps/isvp/index.asp). However, the methodology has not implemented at national level and there are no plans to do so.

302. In 2009 the “The Path to Quality” project was launched. Its aim is to provide schools with support in the area of evaluation. As part of this project a tool for providing “360° feedback” is being developed for middle management at schools. There are not yet any data about the impact of the project.

303. On the basis of an analysis of teachers’ qualifications, calls for proposals have been prepared to provide ESF funding for projects aimed at increasing the level of these qualifications. CZK 405,000,000 has been to be allocated to this type of projects.

304. In December 2010 the MoEYS submitted a new draft of the career system. In the new system 4 career levels are defined:

1. Beginning teacher
2. Teacher
3. Teacher with level 1 certification
4. Teacher with level 2 certification

305. The acquisition of competencies for inclusion at the 2
nd career level is validated by the head teacher. Validation of the competencies that entitle the teacher to be included at the 3
rd and 4
th career levels will recognised in the form of a certification. The proposal introduces a professional portfolio as an instrument for the development and documentation of educational practice and self-education. The portfolios will serve to keep track of and document the professional development courses completed, and to provide data about self-education, work experience, self-evaluation, etc. The draft of the career system also sets out the content of training programmes necessary to fulfil the requirements of the individual career levels. In order to achieve the 2
nd level (category), the teacher must undergo 100 hours of in-service training. Another 100 hours are needed for inclusion at the 3
rd level and the 4
th level requires 250 hours or in-service training.

306. Only two associations expressed their opinions on the draft of the career system: the Association of Head Teachers of Secondary Grammar Schools (gymnázia) and the Standing Conference of Educational Associations (SKAV).

307. The Council of the Association of Head Teachers of Secondary Grammar Schools (gymnázia) disagreed with the proposed content of the in-service training programmes arguing that most of the content should be taught as part of the initial education of teachers.
The Council also pointed out the need for developing a graduate profile for initial education. It stressed that it was necessary to set out the responsibilities of head teachers in the management of teachers' in-service training. Moreover, the Council pointed to a lack of funding to implement the system: proper consideration must be given not only to the requirements for higher pay but also the larger financial demands related to the provision of in-service training programmes (AŘG 2010). SKAV (SKAV 2010) emphasised that teachers differ in what skills they need to improve and they should therefore have an opportunity to choose programmes that meet their needs. Members of SKAV also stated that inclusion into career categories should be based on evidence that the given teacher applies the knowledge and skills acquired in his/her teaching and not on certificates of training. SKAV also warned that the career system cannot guarantee improvement of the quality of teachers, unless it is complemented with a system for promoting teachers’ professional development.
Chapter 6: Student assessment

6.1 Current practices

6.1.1 Overall framework for student assessment\(^{67}\)

308. Pupils are traditionally evaluated in the Czech education system over the course of the whole school year. Rules for evaluating pupils are laid down in the school education programme of a particular school and are part of internal school regulations. The rules are approved by the school board. Methods and content of evaluations are within the autonomous competences of schools and are specified in the school education programmes, which in turn are based on the relevant framework education programme. Objectives formulated in the FEP are, however, very vague, paving the way for substantial differences. The CSI report (CSI 2010a) states that school rules for evaluation of pupils encompassed in SEPs and in school internal regulations are often very different in different schools. Teachers are exclusively authorised to evaluate pupils\(^{68}\).

309. Pupils receive biannual school reports, which contain assessments in all subjects and of the pupil’s behaviour. If the pupil’s performance in any grade of compulsory schooling is evaluated unsatisfactorily at the end of the school year in a compulsory subject, with the exception of non-academic subjects, the pupil is obliged to sit a special examination. A pupil who has not yet completed compulsory school attendance and has failed at the end of the second term, or could not be evaluated, can repeat the grade. This provision does not apply to a pupil who has already repeated a grade at the same level of compulsory education. Upon the request of the pupil’s parent and on the basis of serious health reasons only, the head teacher can permit the pupil to repeat a grade regardless of whether the pupil has already repeated a grade at the same level of compulsory education\(^{69}\). The rate of repeating grades is very low in the Czech Republic. As regards upper secondary education a pupil who has failed a maximum of two compulsory subjects at the end of the second term or a pupil who has failed, at the end of the first term, a maximum of two compulsory subjects taught only during the first term, shall be re-examined in those subjects.

310. Pupils do not take any national examination at the level of compulsory schooling. The documentation confirming the completion of basic education comes in the form of a school report on the successful completion of the ninth grade of basic school (or the relevant grade of a six-year or eight-year grammar school). The school report encompasses all the relevant data on completion of compulsory education. Upper secondary education is completed by an examination. Upper secondary programmes at ISCED 3A level lead to a school-leaving examination entitled “maturita”. After this examination has been passed, the student receives a school-leaving examination certificate (maturitní vysvědčení). Three-year secondary programmes at ISCED 3C level that lead to an apprenticeship certificate (výuční list) are completed by passing a final examination. After the final examination has been passed the pupil receives a certificate on the final examination and the relevant apprenticeship certificate. Other programmes of secondary education (ISCED

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\(^{67}\) The description of practices pertaining to student assessment relate to compulsory education. Procedures used at upper secondary schools are, however, very similar. Some specific features of a particular upper secondary school may be referred to if this is considered relevant (in particular in relation to examinations).

\(^{68}\) Pupil’s self-assessment can be part of the evaluation.

\(^{69}\) Act No. 561/2004 Coll., the Education Act.
3C) culminate in a final examination (závěrečná zkouška). After the final examination has been passed the pupil receives a certificate concerning the final examination.

311. Examinations in the same fields of vocational education are very similar. However, the requirements and evaluation of pupils remain within the competence of individual schools.

312. When moving to a higher level of education, in some cases pupils take entrance examinations, the content of which is exclusively the responsibility of individual schools. These examinations traditionally represented an important milestone on the educational path and the preparation of pupils for such examinations was a high priority.

313. Hand in hand with the decrease in the population the frequency of use of entrance examinations to upper secondary schools is falling. The majority of students can enrol in the programme they have selected without any entrance examination. The enrolment procedure for six-year and eight-year general secondary schools in large cities remains the only exception and pupils are prepared for such examinations both in schools and in families. With increasing diversification of the system there are more often entrance examinations for pupils who want to attend selective schools or classes at the level of compulsory schooling.

314. Criteria for enrolment usually include marks from the last two school reports. Students who apply for prestigious schools are thus motivated to achieve good marks. School reports, however, have no direct link to career choice. In principle, all students who have completed ISCED 2 can apply for any programme at ISCED 3 level. Similarly, all students with ISCED 3A can apply for any tertiary professional school or higher education institution.

315. There is no centralized data information system with data on the achievements of individual students.

316. Since 1995 the Czech Republic has been regularly involved in international studies on student achievement. Data resulting from such studies are also used for national analyses. There is no regular monitoring of student achievement in the Czech Republic.

317. Since 1997, the relevant organisations have been working on implementing the standardised school leaving examination for ISCED 3A programmes in the Czech Republic. The school leaving examination should consist of centrally administered and centrally evaluated tests. The project team of the Institute for Information on Education, namely the Centre for the Reform of the School Leaving Examination, which was changed on 1 January 1996 to the Centre for the Evaluation of Educational Achievement – an organisation directly managed by the MoEYS, was authorised to prepare implementation of the examination. School-leaving tests were repeatedly piloted in schools. The aforementioned institution also administered several tests held in the 5th and 9th grades of basic schools. Schools that participate in international or national studies/tests receive reports from the organisers of such tests on the results of their pupils. Several private companies operating within the Czech education system offer to both basic and secondary

70 In the school year 2009/10 about 88 % of schools intended to use, in at least one programme, unified final examinations developed by the National Institute of Technical and Vocational Education.

71 In 2006 96 % of students in their last grade of basic education that were surveyed in the PISA-L survey (a Czech longitudinal survey launched together with PISA 2003) reported that they were accepted at the school of their choice.

72 “Quick Surveys” 1/2008.
schools tests in the majority of principal subjects for different grades and levels. Schools very frequently use these organisations as a means for acquiring feedback.

6.1.2 Student assessment procedures

Classification versus qualitative assessment

318. Pupils are evaluated on an ongoing basis in all school subjects and they receive a biannual school report. The evaluation of the results of education of a pupil is expressed by a mark (on a scale from one to five: excellent, very good, good, satisfactory, unsatisfactory), by a qualitative assessment in the form of a short text, or by a combination of both. The head teacher decides on the method of evaluation with the consent of the school board. The school is obliged to transform written assessment into a mark or a mark into written assessment in the event that the pupil decides to transfer to a school that uses a different evaluation. For the purpose of enrolment procedures for secondary education, a school evaluating in the form of texts providing qualitative assessment is obliged to transform these into marks.

319. Although more and more schools use an option to evaluate pupils in the form of texts, the vast majority of schools still use marks. Pupils are normally examined orally (at least twice a year in each subject), and regularly take written tests/examinations. Their achievement is assessed on the above-mentioned scale of 1-5. The resulting marks that are included in the report are subsequently derived from partial marks from all tests/examinations (CSI 2010a). Written tests are usually in the form of open questions. Multiple choice tests are used by teachers only very rarely.

320. Parents are provided with information on the progress of their children by means of pupils’ record books which are, at the level of basic schools, used for communication with parents, or at parents’ meetings which are held in most schools twice per term. A number of schools have also begun to use electronic systems where information on the marks from all classroom assessments for every pupil is available for parents on the Internet.

Criteria

321. Schools are obliged to describe assessment methods and criteria in their SEPs. However descriptions are often very general (see for example Straková 2008). It is not usual for Czech teachers to specify assessment criteria in full detail and to inform pupils of them in advance.

322. Absence of clearly specified criteria causes incomparability between marks across classrooms and schools. Some schools strive to equalize the demands of individual teachers in particular subjects by administering the same tests to all classrooms in particular grades (usually quarterly). In some schools working groups of subject teachers have been established to develop common criteria.

Formative versus summative assessment

323. Emphasis is placed on summative assessment in the form of a mark. Teachers build on the fact that the mark also has a formative function (“it says how the child is doing”).

73 Qualitative assessment is a very popular subject of research studies. The available studies (usually diploma or dissertation theses), however, are carried out using very small samples and their results are not further utilised.
Teachers are not usually taught within initial training to provide systematic feedback on pupils’ work. Such feedback is provided rather unsystematically and intuitively. Assessment is based on comparisons between pupils in the classroom, whilst monitoring of the individual progress of each child is very exceptional. This is mainly because of the absence or lack of tools enabling precise specification of the current level of a pupil’s knowledge and skills (development maps, grade standards, assessment tools to evaluate both cognitive and non-cognitive aspects of a pupil’s performance). Some non-governmental organisations operating in the Czech Republic educate teachers on how to provide individual feedback, within training courses concerned with teachers’ professional development, although only a small part of teachers take part in this training. Despite the above-mentioned facts the situation is improving, although only slowly. Some schools organize meetings involving a teacher, a pupil and his/her parents, with the aim of evaluating the pupil’s work (for example through an interview concerning the pupil’s portfolio) and to set new goals for the upcoming period. However, only a minority of teachers and schools use such methods.

Knowledge versus General Skills

324. Both instruction and evaluation in Czech schools traditionally focus on knowledge. The ongoing curricular reform defines objectives of education as key competencies, e.g. a “set of knowledge, skills, abilities, attitudes and values important for personal development and for finding one’s place in society” (RIE 2007). Simultaneously, expected outcomes for each subject are defined (for 5th and 9th grades). These outcomes are obligatory for teachers. Evaluation is therefore predominantly focused on evaluation of knowledge specified in expected outcomes.

325. Nonetheless some schools strive to include in their evaluation the assessment of non-cognitive components of key competences, most often through self-assessment of pupils and subsequent comments of teachers. Teachers are not usually prepared within initial education to develop and evaluate such elements of key competences and it seems to be very difficult for them (Straková 2008, IIE 2010, RIE 2009). To help the schools, the Research Institute of Education published documents specifying individual key competences in a set of goals (RIE 2007, RIE 2008a), and delivered model examples concerning how to develop and evaluate key competences comprehensively (RIE 2008b). Practical suggestions as to the development and evaluation of key competencies are also published at the www.rvp.cz methodological portal. The development of elements of key competences other than knowledge-based ones (skills and attitudes) is not an integral part of class instruction and occurs only in the form of one-off, ad hoc activities or very rarely (for example teachers include an activity through which they attempt to develop team or information processing

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74 Results of international studies support this information. For example in the TIMSS-R video study the Czech Republic was the country with the highest number of classes whose aim was to teach pupils information concerning natural sciences. At the same time the ‘frontal’ method of teaching was most frequently used when compared with other countries (Roth et al. 2006). In the PISA 2006 study Czech pupils demonstrated large gaps in knowledge in individual natural sciences and in skills to use knowledge for scientific work and to think scientifically about given problems (OECD 2007). The comparative study of the curricula for mathematics and natural sciences showed that there was a relatively large amount of information in the Czech curriculum (Schmidt et al. 2002).

75 Or in the Standard of basic or secondary education. Curricular reform is implemented gradually, starting in the lower grades of the first level and the second level (lower secondary education level) of basic schools and secondary schools. This means that the new curricular documents for some grades are being used (framework education programmes and corresponding school education programmes), although in other grades teachers still use old curricular documents (Standard of basic or secondary education).
skills). Thus teachers often do not possess enough information on pupils' performance, on the basis of which they could prepare their evaluations.

326. The 2004 Education Act 2004 imposed a duty upon schools to issue to their pupils in the 5th, 7th and 9th grades of compulsory school attendance a final evaluation stating how the pupil concerned has achieved the educational goals stipulated in the Education Act (such evaluations are issued for the purpose of inclusion in the procedure of enrolment into a secondary school).

327. Through basic education pupils shall acquire necessary learning strategies on the basis of which they should be motivated for life-long 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 towards other people, different cultures and spiritual values, to recognise their abilities and real possibilities and to apply these together with knowledge and skills acquired in deciding on their life path and professional career.

328. As with the evaluation of the components of key competencies other than the knowledge-based ones, the final evaluation is rather demanding for schools as they do not have sufficient grounds on which to base their evaluations. Therefore evaluations are quite subjective and impossible to compare with one another in respect of both content and form. Some schools evaluate all the above-mentioned aims using various selected measures, while other schools include teacher judgements on some aims only. Thus secondary schools could not seriously take into account final evaluations of pupils for the purpose of the enrolment procedure and have done so in name only. Head teachers of basic schools consider final evaluations to be almost useless and burdensome. In 2009 the duty to take into consideration final evaluations in enrolment procedure was abolished.

329. The defenders of final evaluations argue that they represent the only way to incorporate assessment of non-cognitive aspects of education and that they may convey important information about the pupil to secondary school staff that could make it possible to improve learning conditions for each pupil.

Examinations

Entrance examinations at ISCED 2 level

330. No assessments are organised at national level. Some basic schools organise an admission examination to the first, third and sixth grades, and sometimes even to other grades. This is particularly the case with schools with extended instruction in foreign languages or other parts of the curricula. The admission examinations include, for example, examination of ‘school readiness’, tests of abilities for learning foreign languages, tests of general knowledge, and ‘scholastic aptitude’ tests. For older pupils tests specific to the subject matter are usually included. Such admission examinations are organised, as a rule, by basic schools themselves. More detailed information on the content of the examinations is not available. Secondary schools can organise an admission

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76 Act No. 561/2004 Coll. on Pre-school, Basic, Secondary, Tertiary Professional and Other Education.

77 In “Quick Surveys” 4/2007 58% head teachers evaluated the administrative burden related to final evaluations on a five-point scale (1 low – 5 very high) with 4 and 5. The degree of uselessness was evaluated with a 4 and 5 by as many as 67.6 % of head teachers.
examination. By and large these are written examinations and include tests in mathematics and the Czech language and/or a foreign language and general knowledge. General knowledge is usually understood to be an arbitrarily chosen and diffuse knowledge of natural and social sciences. Tests contain mainly open-ended items. Some secondary schools use admission tests developed by private companies which are based on multiple choice subject matter tests and also encompass scholastic aptitude tests. A scholastic aptitude test consists of components evaluating verbal, quantitative and analytical reasoning abilities and is conceived according to tools used in the US (SAT). Some schools invite pupils for enrolment interviews. The list of pupils, a place on which decides whether a particular pupil is admitted or not, is specified on the basis of classification from the basic school and results of the enrolment examinations. The given school determines the weight of individual criteria and it is the school which can decide whether to take into account some other criteria (for example the position of the particular pupil in contests and school “Olympics”). Due to a decline in population in recent years the number of pupils who have to take admission examinations has decreased to 20 % of the age cohort.

School-leaving examinations at ISCED 3 level

331. In order to complete secondary education students have to sit a final examination or a school leaving examination that takes a similar form in similar fields of education. However, the organisation and content of these is up to individual schools. Teachers themselves specify requirements and decide on evaluation of the pupils on the basis of their own criteria, although they must respect the rules for evaluation laid down in the SEP and the school internal regulations. Objectivity in examinations is ensured by appointing a teacher from a different school to be the chair of the examination board.

School-leaving examination at ISCED 3A level – “maturita”

332. The school-leaving examination certificate is a condition of entry for a number of occupations and the prerequisite for applying for tertiary education.

333. The school-leaving examination taken in the secondary schools providing technical/vocational education at ISCED 3A level and in conservatories consists of an examination in Czech language and literature, an examination in an optional subject, a theoretical examination in vocational subjects and a practical examination based on practical vocational training (practicum). The school-leaving examination taken in secondary general schools (gymnázium) used to comprise (till 2010) an examination in Czech language and literature, an examination in a foreign language and an examination in two optional subjects. The examination in Czech language and literature included a written thesis/essay (students were expected to write an essay on a given topic). The other examinations were typically oral: students randomly selected a question from a portfolio that had been known in advance, after which they had 15 minutes to prepare. Then they had 15 minutes during which they demonstrated their knowledge. Oral examinations in all subjects were taken in one day. Schools could add to the traditional form of school-leaving examinations, for example by requiring defence of a school-leaving thesis.

78 Students who attend special fields of education in mathematics or mathematics and physics take a school-leaving examination in the Czech language and literature, an examination in a foreign language, an examination in mathematics and an examination in one optional subject. Students studying a special field related to programming can choose programming instead of mathematics.
Endeavours to introduce a standardized section of the “maturita” examination

334. Since 1997 a standardised school-leaving examination has been under development. The institution responsible for the development and the implementation of the examination has been the Centre for the Evaluation of Educational Achievement (see paragraph 6.1.1). In spring 2011 standardised school-leaving examination was administered to all ISCED 3A school leavers. The examination consists of tests administered by an external administrator. The examination consists of multiple choice tasks and tasks with short open answers. Answers are evaluated centrally. The examination includes short essays in the Czech language and a foreign language, which are evaluated by a certified teacher. This teacher usually teaches at the same school and possesses the required qualifications. If there are not enough certified evaluators the head teacher can appoint an evaluator from a different school. Results of the standardized school-leaving examination are to serve as an objective prerequisite for enrolment into tertiary education. The first pilot tests concerning the standardised school-leaving examination were taken in 1997. The first model was prepared between 1997 and 2000. Implementation of the standardised school-leaving examination was officially stipulated by Act No. 561/2004 Coll., the Education Act, adopted in 2004, which divided the school-leaving examination into a “standardised” part and a “profile” part (which was within the competence of schools). Under this Act such school-leaving examinations should have been launched in the school year 2007/2008. In June 2007 the amendment to the Education Act postponed implementation of a school-leaving examination of this type to 2010 and at the same time preparations for a new model began. This model was approved in May 2008. The last decision adopted by the Chamber of Deputies in 2009 specified the date for launching the school-leaving examination as 2011.

335. The common part of the school-leaving examination was at first thought of as having two levels (so that students could select the relevant level of difficulty). It consisted of a compulsory examination in the Czech language, a foreign language and an optional subject where students could decide between mathematics and civics and social sciences. In 2004 the approach changed to a one-level examination (so that the examination would be the same for students in all fields of education completed by the school-leaving examination) while optional subjects were extended to include natural sciences and ICT. In 2009 the Chamber of Deputies adopted a decision that the school-leaving examination would return to the two-level format and a student would be able to select as a third compulsory subject mathematics, civics and social sciences, or ICT. The passing of both the first and the second level of the school-leaving examination should qualify the student for study at higher education institutions as well as for professions conditional upon acquiring the school-leaving examination certificate.

336. At the beginning of the school year 2010/2011 the government decided that the school-leaving examination should apply for the first time in 2011. In October 2010 the last comprehensive pilot examination was organised and was optional for schools. Schools that decided to participate in the pilot were obliged to ensure participation of all students taking the school-leaving examination in Spring 2011. 1,225 schools of the total number of 1,278 secondary schools (96 %) and 93,882 students (94 % of all students who were going to take the school-leaving examination) were involved. Students compulsorily took the examination in the Czech language and then they could select between the examination in a foreign language and the examination in mathematics. Each participant was obliged to take at least two examinations. All examinations were offered at two levels based on how demanding they were. Language tests consisted of a test and an essay.
Although the failure rate was about 30%\(^\text{79}\), the Minister of Education stated that the nature of the examination would not be modified. The failure rate during a school-leaving examination was estimated to be about 15%. It was expected that on the basis of the mock examination students will be able better to assess the level of the examination that they are going to take in Spring 2011.

337. In Spring 2011 all those completing the ISCED 3A programmes took a standardized examination in Czech Language and literature and either mathematics or a foreign language. Students could also choose up to 3 optional examinations from the following: Czech Language and literature, mathematics, a foreign language, civic and social sciences, biology, physics, chemistry, history, geography, and history of art. Deciding which examinations will be optional in individual schools is up to head teachers. In compulsory subjects students can choose between two levels of difficulty, whereas most optional examinations are offered only in the higher level of difficulty.

338. The examination was administered centrally by upper secondary school staff trained by the Centre for the Evaluation of Educational Achievement. Open-ended questions in mathematics were marked electronically and centrally, while language essays and tests were marked in schools according to prescribed criteria. All those involved in the marking are trained by the Centre for the Evaluation of Educational Achievement. 83.1% of students passed the standardised part of the “maturita” examination. The highest rate of failure occurred in follow-up and secondary vocational programmes. Nearly 10% of students were not admitted to take the examination.

*Final examination in ISCED 3C fields*

339. The final examination is composed of practical and theoretical parts and is decided by individual schools. Since the school year 2010/2011 the National Institute of Technical and Vocational Education has begun to provide schools with unified tasks to help with the standardization of examinations in individual fields of education. Unified tasks are to guarantee that no school will miss anything that is essential for the given field of education and that school-leavers will need in their respective professions. A practical examination during which each pupil is expected to solve real tasks and problems will play a fundamental part. Topics of written and oral examinations should not be mere requests for lists of facts. Topics should be formulated as problems and when solving them it will be possible for a relevant pupil to demonstrate whether he/she will be able to use his/her theoretical knowledge in practice\(^\text{80}\). A new final examination will match standards of individual qualifications listed in the National Qualifications Framework\(^\text{81}\) currently being prepared. Independent professional work (own work of a pupil) is a brand new part of the final examination.

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\(^{79}\) Approximately 30% of students failed at least one examination.

\(^{80}\) For more information on the Reform of the Final Examination in Vocational Education see http://www.nuov.cz/nzz/reform-of-final-examination-in-vocational-education?highlightWords=examination

\(^{81}\) Each full and partial qualification is assigned a certain level in the NQF, described through the competences it requires. Qualification levels form a universal scale, which can incorporate both full and partial qualifications, and are shared by the National Qualifications Framework and the National Occupations System. The qualification level design also reflects their relation to EQF levels (for more information on National Qualifications Framework see http://www.nuov.cz/nqf-qualification-levels-and-their-characteristics?highlightWords=qualifications)
Entrance examinations to higher education institutions

340. Entrance examinations to higher education institutions are, like entrance examinations to secondary schools, under the control of individual institutions. A number of higher education institutions purchase entrance tests from private companies. Tests of scholastic aptitude are frequently used. One private company also organises examinations for secondary school students in their final years of upper secondary studies and provides students with certificates recording their ranking within the group of students who took these examinations. Some higher education institutions require such a certificate as part of their own entrance procedure. Students pay for examinations and can take them repeatedly, after which they submit the certificate with best achievement in the relevant entrance procedure. This practice has been criticised as it disadvantages students who cannot afford to pay for these examinations and/or to repeat them several times in order to get better results.

Intention to introduce standardized testing at ISCED 2 level

341. The Government intends to introduce standardized testing of pupils attending the 5th and 9th grades of compulsory schooling (basic school): The Government will introduce a regular monitoring of educational results in the 5th and 9th grades of compulsory education. It will also stimulate the transparent publication of school results needed for comparisons, with an emphasis put on the differences at an input level (the differing educational level of pupils entering schools) for the best comparability of the education being provided.\(^2\)

342. Preparations for tests to be taken in the 5th and 9th grades of basic schools have started in 2010. Four working groups, under the aegis of the MoEYS, were set up in November. They are made up of employees of the MoEYS, the Research Institute of Education and head teachers. The working groups’ assignment is to develop standards which are to serve as a basis for developing tests. Tests should be piloted in 2011 and 2012 and fully implemented in 2013. The first version was presented to the professional community in January 2011. A discussion forum on the standards has been opened on the web portal of the Research Institute of Education.

National evaluating activities with no formal impact on pupils

343. Between 2004 and 2008 the Centre for the Evaluation of Educational Achievement tested the knowledge in mathematics, the Czech language and the scholastic aptitude of pupils attending the 5th and 9th grades of basic schools (compulsory education). The declared target of this testing was to provide schools with feedback on the results of their work. Participation in the testing was permitted on a voluntary basis. In the last year of testing, when tests were offered to all regions with the exception of Prague, 1,897 schools decided to participate. Although these schools received school reports, the data was neither released to researchers nor used for further analyses of the system.

Other evaluating activities with no formal impact on pupils

344. A number of schools purchase tests from private agencies with the aim of comparing the achievement of their pupils with that of pupils attending other schools. Two companies dominate the market. Tests in the majority of principal subjects are offered. In the last school year 2,310 out of 4,133 basic schools and 585 upper secondary schools out of 1,438 used

such agencies. Both agencies cooperate with more than 3,300 schools that order their services regularly, albeit not every year. Agencies send individual pupils’ results as well as overall results to a given school, so that it can compare its results with those of others.

International evaluating activities

345. Since 1995 the Czech Republic has regularly participated in international studies aimed at evaluating education results organised by the International Association for the Evaluation of Educational Achievement (IEA). There were two studies of reading literacy in the Czech Republic: there was a repeat of the IEA RLS in 1995 and the IEA PIRLS study held in 2001, while mathematics and science studies IEA TIMSS were organised in 1995, 1999 and 2007 and the civic and citizenship education studies IEA CIVED and IEA ICCS were carried out in 1999 and 2009. Currently, the implementation of PIRLS and TIMSS studies is being prepared, and these studies are to be tested in the 4th grade of basic (elementary) schools. Moreover, the Czech Republic has regularly taken part in PISA projects since 2000, when they first came into existence.

346. As no national monitoring is available, information resulting from international studies is the only source of findings relating to the development of educational achievement and the development of differences (between individual pupils, schools, fields of education, and regions). Although schools that are involved in international studies receive reports from the organising bodies of such studies, the results of individual pupils are not provided to schools.

Differences between individual municipalities and regions

347. With regard to student assessment, there are no differences between municipalities and regions. Differences occur only between individual schools as some of them do not use marks. However, some regions have started to purchase tests developed by private agencies for their schools, with the aim of comparing the quality of individual schools. In 2010/2011 school year the Zlin, the Pardubice and the Karlovy Vary Regions intended to test all pupils who completed compulsory education in basic schools and to provide results to secondary schools as supporting information for admissions procedures. The Liberec Region was considering comparative testing in secondary general schools (gymnázium).

6.1.3 Competences to assess student achievement

348. Processes aimed at enhancing professionalism in the area of pupil assessment are more or less fragmentary in the Czech education system. Teachers teaching different programmes of secondary education completed by the school-leaving examination are trained, on an ongoing basis, how to evaluate both written and oral examinations that form part of the newly introduced standardized school leaving examination. Teachers assess this training as useful in relation to classroom assessment. The National Institute of Technical and Vocational Education organises methodological seminars for school representatives concerning standardised final examinations to be taken in three-year secondary vocational education. The National Institute for Continuing Education83, as well as private centres for the in-service training of teachers, offers seminars on how to evaluate key competences. Several

83 The National Institute of Continuing Education is an organisation that receives a contribution from the state budget and is directly managed by the MoEYS. It is responsible for the in-service training of teachers. Schools can also select from among a broad range of courses of in-service training offered by private organisations.
non-governmental organisations operating in the Czech Republic focus on enhancement of teachers’ competences in the area of assessment, although they were able to affect only a small fraction of schools and teachers and are limited to formative classroom assessment.

349. Despite the above-mentioned training activities, the area of student assessment represents one of the weakest points in both pre-service and in-service teacher training. Moreover, public officials do not have sufficient information in this area.

6.1.4 Using student assessment results

350. Results of pupils’ evaluations are used especially in entrance procedures for the higher levels of education. School success affects decisions made by families on the choice of an educational path (self-selection). A pupil who is evaluated in any subject as unsatisfactory must take an examination to improve his/her mark. If he/she fails this examination, the pupil is obliged to repeat the grade. However the rate of repeating grades is very low in the Czech Republic and is between 1 and 2 percent of pupils. Results of international studies are regularly published. They provide detailed information on success rates in mathematics, science and reading literacy and on their distribution. Their impact on education policy has been, however, very low\(^\text{84}\). Currently we witness tendencies to use resources from the ESF for programmes promoting the development of reading literacy in pupils, with the aim of responding to repeatedly observed below-average results of Czech pupils in this area.

6.2 Implementation of student assessment

351. Educational experts express different opinions on evaluation of pupils by allocating marks. Some professionals consider the heavy emphasis of Czech teachers and parents on school marks to be disturbing; they see it as an external motivation, which does not support learning but only leads to a narrow focus on formal tasks and to cheating. The focus on comparisons between pupils (instead of monitoring the progress of each of them separately) has, in the opinion of some experts, a demotivating impact on pupils who are not very successful. Therefore a proportion of professionals call for the implementation of development maps or for standards that would enable teachers to monitor and support the maximum possible progress of each individual pupil and in a timely manner to identify pupils who have problems with learning. The expected outcomes are formulated in the FEP too generally to meet this function. Opponents of the current system of evaluation believe that this new direction could balance an emphasis placed on formal knowledge and other aspects of education and on targeted development of elements of education that are not ‘knowledge-based’.

352. Supporters of formative evaluation (aimed at monitoring a pupil’s progress through a teacher) do not reject standardized testing on principle, but they assert that it should be neither the first nor the most important event in student assessment. In their opinion a long series of small, careful steps, through sample surveys and testing for the needs of schools (head teachers and teacher) should lead to nationwide testing. They express their concerns that nationwide testing will only attract media attention, will require a lot of work and effort and will divert attention form the much more important steps described above. This viewpoint was also supported by a study entitled “Declining Results of the Czech Basic and Secondary

\(^{84}\) In 2008 representatives of different groups of educational experts were interviewed within the framework of the PISA project. This survey focused on evaluations of project impact on education policy. All respondents (about 20 persons) agreed that the impact had been very low.
School system: facts and solutions” carried out by the renowned consultancy firm McKinsey (McKinsey & Company 2010).

353. Representatives of regions are calling for standardised tests, since they believe that this would yield information on the quality of individual schools. Civil servants from governmental bodies also support a central administration of standardised tests, although they justify their attitude inconsistently. Most often they state a need to gather information on results of individual schools, the education system as a whole and the need to put schools and pupils under pressure so that they improve their work in anticipation of impending tests. In relation to evaluation of the quality of individual schools on the basis of tests, it is more and more frequently stated that the social composition of pupils must be taken into account, as comparisons of schools without taking into consideration the family background of pupils are misleading.

354. Representatives of the Association of Head Teachers require testing to be organised by the state, although they want results to be provided only to schools. This means that results will not be provided to school organising bodies or to the general public. They would like to have this arrangement in order not to pay for tests and they expect that the state will manage testing thoroughly in compliance with objectives of education. Head teachers also expect that a determination of standards, now lacking, will be replaced by requirements for examinations\(^{85}\).

355. The Czech-Moravian Trade Union of Education Employees published on its website only one opinion concerning school-leaving examinations – on March 2010 the Nationwide Conference of the Professional Section of Secondary Education of the Czech-Moravian Trade Union of Education Employees requested abolition of the common part of the school leaving examination in the form in which it had been prepared. Associations of parents do not usually express their opinions on student assessment.

356. The issue of school leaving examinations is the most discussed topic in relation to evaluation of educational achievement. Supporters of a standardised examination most often argue that any system that possesses a high degree of autonomy must guarantee standardised outcomes. They also stress that it is necessary to provide higher education institutions with objective information on the skills and knowledge of upper secondary school-leavers, as such information appears to be important for admissions procedures. Higher education institutions are autonomous in organising admissions procedures and thus it is not obvious whether they will take results of school leaving examinations into account. Nevertheless, a number of higher education institutions have shown interest in this information. Another, quite frequently mentioned argument expressed in support of standardised school leaving examinations is the need to restrict access to tertiary education (this means to distinguish between those who have abilities to study and those who do not possess such requisites, so that tertiary education is not dumbed down). Representatives of regions hope that common leaving examinations will provide information enabling them to judge the quality of work of individual schools.

357. Opponents of common school-leaving examinations argue that it has not been well

\(^{85}\) However, these expectations do not necessarily have to be fulfilled: requirements for the school leaving examination were established quite independently of curricular documents and were created by the Centre for the Evaluation of Educational Achievement. This fact is criticised by teachers at secondary general schools (gymnázium) who note that the aims set out in curricular documents and those specified in the requirements for the school leaving examination are very often contradictory (RIE 2010b).
explained what purposes the standardized school-leaving examination should serve and what expectations it claims to meet. They also underline the fact that ISCED 3A education has a lot of different fields which have very different curricula and that implementation of a unified examination should be preceded by the unification of general education that would be common to curricula of all ISCED 3A educational programmes. This would require the strengthening of general education in technical and vocational ISCED 3A programmes. These programmes no longer prepare students primarily for joining the labour market, since the majority of their school leavers enter tertiary education. According to this point of view it does not make any sense to introduce a two-level examination in a situation where almost 80 % of secondary school leavers apply to universities and colleges. Other opponents of the common part of the school-leaving examination express their concern that it will have a negative impact on the content of education in secondary schools. Its content is not developed on the basis of a thorough appreciation of what knowledge and skills each bearer of a school-leaving examination certificate should possess (in other words, there is no "school leaving examination standard").

358. A survey of public opinion carried out in November 201086 shows that the school-leaving examination in the form in which it has been prepared is supported by the vast majority of the general public87 despite the fact that the President as well as the Prime Minister have expressed their doubts88.

359. A specific group of actors is made up by secondary school teachers. A number of them welcome the school-leaving examination (for example the Association of Head Teachers of Secondary General Schools), but on the other hand many of them criticise poor preparation of the examination and point out possible risks (see for example the Call of Secondary School Teachers of the Czech Language and Foreign Languages addressed to the MoEYS and the Parliament of the Czech Republic89).

6.3 Policy initiatives

360. When improving the effectiveness of the evaluation of pupils, education policy focuses in particular on standardisation of outcomes, that is to say on the implementation of testing in the 5th and 9th grades, implementation of the new final examination and the standardized part of the school-leaving examination. Expenditure for the common part of the school leaving examination has been about CZK 300 million since 1997 and CZK 400 million was planned for launching the new examination in 2011, while the management of the examination will cost approximately CZK 200 million every year. The budget for testing to be held in the 5th and 9th grades is not yet available.

86 A “Quick survey” carried out by the SANEP agency on 2nd and 5th November 2010, a representative sample of 5,056 respondents aged between 18 and 69 years. http://www.sanep.cz.

87 54.1 % of respondents perceived introduction of the standardized school-leaving examination as an appropriate step towards reform of the Czech school system. 48.8 % of respondents think that the prestige of Czech education can be increased by the introduction of the standardized school-leaving examinations and 47.3 % of those who were interviewed also think that such a school-leaving examination will enable students to be better prepared for further tertiary education. 45.4 % of respondents agreed with introduction of the standardized school leaving examination in the next year (2011) and 41.4 % of respondents were against it.

88 Prime Minister Nečas described as alarming the results of the last pilot examination, where more than 30 % of those who were going to take the school leaving examination fell short of the required success rate, and expressed his doubts as to whether the level of difficulty of the examination had been set correctly.

Chapter 7: Other types of evaluation and assessment

7.1 Evaluation of head teachers

Requirements concerning the performance of head teachers and the appointment process

361. The head teacher may be any individual who meets the qualification requirements set for educational staff and has the following types of work experience: experience in direct teaching activities or activities requiring the same or similar type of knowledge, management activities and activities in research and development. This work experience must be 3 years for head teachers in nursery schools, 4 years for head teachers at basic schools and 5 years for head teachers at secondary schools and conservatories.

362. Furthermore, the head teacher’s post may only be held by an individual who, within two years of taking up the post, has acquired knowledge in education management through completion of a programme for head teachers at schools as part of the in-service training of pedagogical staff (a professional development programme). Study programmes for head teachers provide knowledge and skills in the management of schools and school facilities and in human resources management, including health and safety issues. The study consisting of at least 100 lessons is completed by a final examination in front of an examination panel. The graduate receives a certificate upon passing the examination.

363. The head teacher of a public school is appointed by the school’s organising body following an appointment procedure. The organising body may dismiss the head teacher if he/she no longer meets any of the requirements, or if he/she fails to acquire the relevant knowledge in education management. Another reason for dismissal may be organisational changes resulting in abolition of the post of the head teacher. The head teacher may also be dismissed on the grounds of gross violation or non-fulfilment of legal obligations resulting from the office (in most cases such wrongdoing is identified by the Czech School Inspectorate, the organising body or other supervisory bodies), or when he/she reaches 65 years of age.

364. Members of the appointments panel are appointed by the organising body. The panel consists of two members chosen by the organising body, one member chosen by the director of the regional office, an expert in the area of public administration, organisation and management in education, a member of the pedagogical staff at the given school, an inspector of the Czech School Inspectorate and a member of the school board. The panel assesses whether the candidate is suitable for the post on the basis of his/her application and a structured interview, or, possibly, on the basis of a specific knowledge test.

365. The head teacher of a school or a school facility decides on all matters concerning the provision of education and school services. The head teacher of a public school also determines the conditions concerning the organisation and operations of the school (school facility), and is responsible for the use of financial resources from the state budget (presents an analysis of financial management).

Head teacher appraisal

366. The situation as concerns head teacher appraisal is similar to that concerned with teacher appraisal.
Appraisal of head teachers by the CSI

367. The CSI is concerned with the ways in which head teachers meet the requirements related to their activities, as stated in the relevant legal regulations. The CSI states that in the 2009/2010 school year there were 96% of fully qualified head teachers at basic schools. The average age of basic school head teachers was 49.6 years, the average length of their educational experience was 25.4 years. The average length of their experience in the management position was 10.3 years. As part of an additional survey the CSI identified that 20.5% of head teachers had an active knowledge of the English language, while 51.3% of head teachers of basic schools had a passive knowledge of English. There was a major improvement in project management and personal skills, and an improvement was also seen in the schools’ self-evaluation systems.

368. In terms of school administration, the large administrative burden resulting from the schools’ status as a legal entity is a persistent problem – particularly for small basic schools. Most of the activities of head teachers are of operational, administrative and economic nature. They have relatively little room for managing the educational process and for dealing with evaluation of educational outcomes and the quality of education. In large schools many of these tasks are delegated to deputy head teachers or teachers/specialists. The CSI also pointed to inactivity of pedagogical boards that fall short of being an expert partner to head teachers and do not participate actively in the evaluation of educational outcomes.

369. In 2009/2010 the proportion of fully qualified head teachers of secondary schools was 98.8%. The average age of secondary school head teachers was 53 years, while the average length of their educational experience was 27.1 years (of this management experience was 11.4 years). 36.6% of the head teachers say they have an active knowledge of English, 43.9% admit they have a passive knowledge of the English language. The quality of head teachers in secondary education has been repeatedly rated as the best of all levels of education. Most secondary schools have very good systems of self-evaluation. A number of schools have ISO quality certificates, or use the ISO methodology at least partially. Secondary school head teachers scored a major improvement in strategic management and leadership skills. In year-on-year terms, they also improved in project management.

370. In terms of school administration, the greatest challenge and problem at secondary schools is the large administrative burden associated with admission procedures and administration of study completion. This problem was felt most strongly by large schools providing various programmes of various types and in various fields of study. The positive finding was that nearly all schools use ICT and various commercial SW applications for administration purposes (CSI 2010c).

Appraisal of head teachers by organising bodies

371. Organising bodies evaluate head teachers from the perspective of employers – similarly to head teachers appraising teachers. Each regional authority has its rules for head teacher appraisal. Summary data about evaluation of head teachers are not available.

Education policy measures

372. The MoEYS has drafted an amendment to the Education Act that proposes changes to the procedures for appointing and dismissing head teachers. The amendment responds to
the situation where, according to the legislation in place, organising bodies from among regions, municipalities and associations of municipalities may only dismiss head teachers on the grounds of gross violation or non-fulfilment of legal obligations related to their office. The organising bodies therefore cannot address personnel problems in some badly managed schools in due time. The amendment introduces a six-year term of office for head teachers. Before the end of this term a decision should be made as to whether the head teacher remains in office for another term or whether the organising body shall initiate appointment process for a new head teacher. The draft amendment also abolishes the age limit for the performance of head teacher’s office.

373. The views of the relevant actors on this issue vary. Organising bodies welcome this proposal, whereas head teachers point to possible problems.

Example 1: The opinion of a head teacher on the Education Act amendment

I do not have a clear opinion on this. Several years ago I held the post of vice-mayor and was a member of the municipal assembly. Therefore I can imagine that municipal authorities sometimes have reasons for making a change. And many times this is not possible. On the other hand, there are far more situations where the assembly with a political orientation needs an “obedient slave”. I think that head teachers at small municipalities in particular know much too well. “You don’t obey, so you go”. The argument that six years is enough is not correct. If you intend to implement an extensive plan, six years is a short time.

Example 2: The opinion of a head teacher on the Education Act amendment

I agree with abolition of the age limit, but I don’t like the time limit. If it is enacted that the organising body, the CSI and the school board must agree with immediate dismissal, then the time limit is pointless and a bad head teacher may be easily dismissed.

7.2 Evaluation of the use of resources under the Education for Competitiveness Operational Programme (ECOP)

374. ECOP evaluation reports contain an analysis of grant-funded projects within priority axis 1 as part of the 1st and 2nd call for proposal and an analysis of the conditions for implementation of the Framework Education Programme for Basic Education. They also deal with the possibilities of supporting implementation and development of SEPs at basic schools. Moreover, the reports include an analysis of the calls for proposals within ECOP in 2008, an analysis of teaching methods and approaches at basic artistic schools before implementation of the framework education programme, and an analysis of the use of ESF resources by organisations managed by the MoEYS. The reports are also concerned with methodological support for teachers as part of new approaches leading to a gradual shift towards educational strategies focusing on meeting individual pupils’ needs, evaluation of

the “Learning School” scheme, mapping the range and quality of textbooks on offer in secondary education, and setting the levels for selected ECOP monitoring indicators.

375. Analysis as part of ECOP evaluations focused, above all, on deficiencies in management. An analysis carried out by Ipsos Tambor (2009) pointed to a problematic perception of the governance of the education sector (frequent changes in management and strategies, management separated from reality, enormous administrative demands placed on schools). Moreover, it drew attention to the ineffective initial training of teachers (HE institutions do not take account of framework education programmes, do not develop key competencies and launch programmes in an unsystematic manner), to the lack of funding for teachers’ professional development and a low degree to which in-service training is upgraded (management skills are lacking and so are skills in project management, leadership skills, positive motivation of pupils and teamwork). The analysis also pointed to the persisting lack of interest in education on the part of the general public and to unfavourable psychosocial trends (failing families, psychosocial needs dominate over education) that result in a decrease in motivation for learning. An analysis of the use of ESF resources (Delloite ČR 2010) revealed major drawbacks in management of the education sector. These were, in particular, the following: responsibilities are not clearly defined, there are no rules set for management and evaluation, there are no provisions for coordinating implementation of projects, and there is no organisation that would see to the match between projects and MoEYS strategies and priorities. The analysis recommended that a process of strategic and project management be set up, that the responsibilities for project implementation within the MoEYS’s purview be defined and coordination of the projects implemented be strengthened.

376. A study entitled Setting the levels for selected ECOP monitoring indicators dealt with the rates of satisfaction among beneficiaries. The largest differences in satisfaction rates were found in answers to questions focusing on the clarity and comprehensiveness of the rules. Regions, towns, municipalities, associations of municipalities and organisations partially funded by them are the least satisfied beneficiaries. On the other hand, schools and school facilities, which most frequently apply for ECOP funding, show a relatively high rate of satisfaction – 58.2 %.

Opinions of relevant actors

377. The relevant actors have for long been pointing to the fact that the ways of evaluating the effectiveness of development schemes and the use of ESF resources are not effective and fail to yield relevant information for decisions on education policies.
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Annex 1: Projects to Support Evaluation in Education (CSI 2010a)

The CSI cooperates with a number of partners in international and national projects aimed at evaluating education or uses some partial results. Below is the list of projects which could be used for supplementing and enhancing effectiveness of the system of evaluation:

- Quality I. (MoEYS) – using results and acquiring parameters and features specific for a given territory for inspection evaluation
- Quality in further professional education (MLSA) – using research data, acquiring parameters for inspection evaluation at the level of an institution, programme and educational staff
- Project “Evaluation of Education Achievement of Pupils of 5th Grades of Basic Schools” (MoEYS, regional authorities of the Vysocina, Karlovy Vary and Liberec Regions) – results at the level of schools can be used as reference samples for the CSI
- Project “Evaluation of Education Achievement of Pupils of 9th Grades of Basic Schools” and corresponding grades in six-year and eight-year secondary general schools - gymnazium. (MoEYS, CERMAT, regions). Interconnection of activities of inspection evaluation with results of schools and results of certain territories
- EUROPASS (National Institute for Technical and Vocational Education) is a common reference tool for self-evaluation of the level of education pertaining to the area of foreign language instruction and ICT
- ENQA (MoEYS) – using some outcomes and acquiring parameters for inspection evaluation of institutions providing secondary education
- ECVET (MoEYS) – a source for a partial project of making inspection evaluation optimal
- ESK (MLSA, MoEYS) – interconnection of evaluation standards and their consistency with the project “The Path to Quality (self-evaluation) (MoEYS) – acquiring support and parameters for creation of links between self-evaluation and external evaluation
- PISA, TIMSS, PIRLS (MoEYS, the Institute for Information on Education) – using results for setting priorities in the content axis of reading literacy in inspection evaluation, consistency with inspection evaluation is missing
- A new school leaving examination (MoEYS, the Centre for Evaluation of the Educational Achievement) – to set effective links between activities of evaluation education achievement when students complete secondary education by taking the school-leaving examination and inspection evaluations
- A final examination (MoEYS, National Institute for Technical and Vocational Education) – to set effective links between activities of evaluation education achievement when students complete secondary education by receiving an apprenticeship certificate and inspection evaluations
- quality of A Teaching Profession (MoEYS) – to set effective links between evaluating personal qualifications of staff in individual institutions in the framework of inspection evaluations
- NSK (MLSA, MoEYS) – to interconnect evaluation standards and make them consistent with the system of initial education
- VIP - career I and II (MoEYS) – using some outcomes resulting from evaluation of equal opportunities for education within initial education
- UNIV I and II (MLSA, MoEYS) – using some outcomes for evaluation in secondary education

(1) The Long-term Policy Objective Education and Development of the System of Education (hereinafter referred to as “the Long-term Policy Objectives”) lays down strategic directions of the development of education and the education system, taking into account, in particular, the following issues:

a) lifelong learning,

b) improving the quality and effectiveness of the educational systems and the system of education as a whole,

c) facilitating equal opportunities to education for all,

d) sustainable development,

e) education level of the population, demography, the labour markets, employment, and social cohesion.

(2) The Long-term policy Objectives shall encompass at all times:

a) evaluation of the achieved situation and changes in comparison with the previous Long-term Policy Objectives in terms of the content and quantitative aims, priority assignments and development programmes,

b) strategic directions of the development of education and the education system and the method of their implementation, and support provided in these areas:

1. goals and the content of initial education,

2. monitoring and evaluating of the quality of initial education,

3. education of children, pupils and students with special educational needs and of gifted children, pupils and students,

4. the role and support of pedagogical staff,

5. further education in the framework of lifelong learning,

6. the ability of school leavers to compete in the labour market according to their fields of education,

7. basic artistic education,

8. language education and education in school clubs,

9. the system of consultancy and advisory services,

10. cooperation of state authorities and self-governing units (regions) with professional organisations, employers’ organisations and other partners in meeting assignment in education,

c) criteria for development and enhancement of the system of education to make it optimal and improvement of the structure of future offers of education with an emphasis placed on the structure of fields of education, types of schools and their capacity on the basis of the assumed demographic development and objectives of further development

d) the economic segment, including in particular demands on the state budget and the general government budget, on development programmes and other financial resources, mainly EU structural funds.

(3) Each strategic direction pursuant to paragraph 2 (b) will be supported by an analysis of the current situation; the goal and measures leading to its implementation are specified,
the draft development programmes and projects including projects implemented within EU funds; participation in international programmes including finance options.

(4) The Long-term Policy Objectives of the Czech Republic stem from documents relating to the state budget, regional development, employment, development of human resources, social and economic development, and sustainable development and from documents concerning common objectives of European processes in education, adopted by the Government, and from CSI Annual Reports.

(5) The Long-term Policy Objectives of a region are based on the Long-term Policy Objectives of the Czech Republic, regional specificities, economic development, the labour market and society-affecting development of education, conditions and development of the education system of a region; they are also based on documents relating to the respective regional budget.

The Annual Status Report on the Development of the Education (hereinafter referred to as the “Annual Report of a Region”) consists of:

a) evaluation of the situation pertaining to individual levels of the education system,

b) economic sections,

c) evaluation on how the Long-term Policy Objectives of a Region, its individual goals and measures adopted in the previous period are met, including evaluation of compliance with the Long-term Policy Objectives of the Czech Republic.

(1) The Annual Report of the Region describes the current situation and evaluation of changes in comparison with the conditions described in the previous Annual Report in the following areas:

a) pre-school (pre-primary) education,

b) basic (elementary) education and compulsory school attendance,

c) secondary education,

d) tertiary professional education,

e) education of children, pupils and students with special education needs and gifted children, pupils and students,

f) basic artistic, language and other similar education,

g) consultancy and advisory services,

h) school facilities,

i) staff working in schools,

j) further education of teachers,

k) further education within lifelong learning,

l) prevention of socio-pathological phenomena, environmental and multicultural education, education of foreign nationals and members of national minorities, education towards sustainable development,

m) participation of schools in development and international programmes.

(2) The economic section of the Annual Report of a Region encompasses the data for the calendar year concerned and for at least two previous years, and it always includes:

a) total expenditure of a school and school facility established by the respective region divided by individual types of schools and school facilities and structured as follows:
1. expenditure covered by normative funds (i.e. per capita funds), of them expenditure for salaries and wages,

2. running (operational) costs,

3. investment expenditure,

4. expenditure for development programmes,

b) non-investment expenditure of schools and school facilities established by municipalities or associations of municipalities in the territory of a respective region according to individual types of schools and school facilities in classification with respect to expenditure covered by normative (per capita) funds,

c) the data on financial resources for activities of schools not established by a region, the state, a municipality or a union of municipalities or a registered church or religious society authorised to establish church schools within the scope and upon the conditions stipulated by the special legal regulation provided from the state budget and from the regional budget structured according to types of schools and school facilities,

d) direct expenditure for education per child, pupil and student in individual types of schools and school facilities stipulated under letter a) and b).

(3) Conclusions of Annual Reports of a Region summarise findings of individual chapters and are formulated so that they can become the basis for development of long-term objectives in a region. Decree No. 15/2005 Coll.
Annex 3: An Overview of Indicators of the Last Two Long-term Policy Objectives

The List of Indicators for Monitoring Priory Tasks and Development Programmes (2005 Long Term Policy Objectives)

A number of indicators used for Chapter II are only temporary because they monitor the advancement of reform implementation in the area of improvement and modernisation of education and its feedback – monitoring, evaluation and evaluation of education achievement. The success rate of changes adopted in these areas will be monitored by means of indicators of success rates of pupils and students when they proceed to the higher level of education and their success or failure in the labour market, success in international comparative studies and contests, and also through CSI evaluations. However, these changes can demonstrate their influence only after curricular reform has been introduced at all levels of education, it means in middle-term and long-term horizons.

Note: There are also indicators not monitored by statistical records; some of them can be monitored after “the register of vital records” of a pupil is implemented, others can be acquired by means of “Quick surveys” or it would be desirable to include them in the requirements for annual reports of schools and after that in annual reports of regions. Other indicators are monitored by the Czech Statistical Office in Selective Surveys of Labour Force and by EUROSTAT.

Overall Development Indicators

- public expenditure of the state budget for the education system and its total share in the gross domestic product; expenditure for regional school systems and according to individual budget chapters (333-MoEYS, 700-municipalities and voluntary associations of municipalities, regional authorities);
- education level of the population – the highest education attainment of the population group aged 15 years and over (Source: Census of people, houses and flats);
- education level of the population according to age groups where one age group is within the scope of five years (Source: Selective Surveys of Labour Force, the Czech Statistical Office);
- demographic development of individual age groups relevant for individual levels of education – 3–5 years for nursery schools, 6–14 years for basic schools, 15–18 years for (upper) secondary schools, and 19–24 years for tertiary education and age groups relevant for the first grades of each education level;
- an average length of education – in compliance with the guidelines of the OECD the indicator is construed as an estimate of the future length of education of five-year old children on the basis of their participation of individual age groups (groups of people over five years of age) in formal education during their further life; it is typically calculated for the population between 5 and 29 years of age;
- employment by sectors of the national economy;
- the unemployment rate of population;
- the unemployment rate of school leavers according to the level of education and fields of education or studies.
Enhancement and Modernisation of Education

Changes in Objectives and Contents of Education – Curricular Reform

- the percentage of trained coordinators of SEPs per school according to the level of education and type of school [nursery school, basic school, secondary general school – gymnazium (four-year, six-year and eight-years secondary general school), secondary technical school, secondary vocational school, special school];
- the percentage of teachers trained by coordinators of SEPs of the total number of teachers according to the level of education and type of school [nursery school, basic school, secondary general school – gymnazium (four-year, six-year and eight-years secondary general school), secondary technical school, secondary vocational school, special school];
- the percentage of schools having developed SEPs of the total number of schools (or parts of relevant schools) according to the level of education and type of school [nursery school, basic school, secondary general school – gymnazium (four-year, six-year and eight-years secondary general school), secondary technical school, secondary vocational school, special school];
- the percentage of schools which have launched class instruction according to SEPs of the total number of schools (or parts of relevant schools) according to the level of education and type of school [nursery school, basic school, secondary general school – gymnazium (four-year, lower grades of six-year and eight-years secondary general school), secondary technical school, secondary vocational school, special school];
- the percentage of fields of vocational education of the total number of fields of vocational education for which SEPs have been developed;
- the percentage of fields of education preparing school-leavers, whose education is recognised in the European Union;
- the percentage of pupils taught according to SEPs of the total number of pupils according to the level of education and a type of school [nursery school, basic school, secondary general school – gymnazium (four-year, six-year and eight-years secondary general school), secondary technical school, secondary vocational school, special school].

How the aforementioned priority assignments are met will be monitored in particular by means of the following indicators:

Specific Support for Enhancement and Modernisation of Education

Enhancement of Foreign Language Instruction

- the percentage of unqualified teachers of foreign languages, of the total number of foreign language teachers (according to the level of education and type of school - basic school, secondary general school – gymnazium, secondary technical school, secondary vocational school, tertiary professional school);
- the percentage of unqualified teachers of foreign languages who have completed further education of teachers, of the total number of foreign language teachers (according to the level of education and type of school - nursery school, basic school, secondary general school – gymnazium, secondary technical school, secondary vocational school, tertiary professional school);
- the percentage of teachers of foreign languages who have achieved an internationally recognised level of foreign language knowledge (according to the level of education and type of school - nursery school, basic school, secondary general school – gymnazium, secondary technical school, secondary vocational school, tertiary professional school);
• the percentage of unqualified teachers of foreign languages of 4th grades of basic schools who have completed relevant further education of teachers, of the total number of foreign language teachers teaching the 4th grades of basic schools;
• the percentage of pupils who have learnt a foreign language abroad (exchanges, studies) of the total number of pupils according to individual levels of education and types of schools;
• participation in international programmes (Socrates, Leonardo da Vinci,…).

**Enhancement of Basic Skills of Pupils and Teachers in the Area of Information Literacy**
• the number of computers per 100 pupils according to the level of education and types of schools;
• the number of computers connected to the internet per 100 pupils;
• the percentage of computers not older than five years of the total number of computers;
• the rate of utilisation of ICT in class instruction of other than ICT subjects according to the level of education and types of schools;
• the percentage of teachers who have completed relevant further education of the total number of teachers (according to the level of education and types of schools).

**Creating Conditions for Improvement of Education at the Second Level of basic Schools**
• utilisation of a greater number of lessons at the second level of basic schools;
• proportion of basic school leavers who do not continue to study, of the total number of basic school leavers (of pupils who have not completed basic school and do not continue their education);
• percentage of teachers who have participated in relevant further education of teachers, of the total number of teachers (according to the level of education and types of schools).

**Ensuring Quality, Monitoring and Evaluation of Education**
• the percentage of schools which evaluate individual pupils (in 5th and 9th grades of basic education) and the results of such evaluations;
• the percentage of secondary schools using self-evaluation at the level of a school, and its results;
• the percentage of secondary schools which select applicants for studies on the basis of evaluation from the last grade of the relevant level of basic education (5th or 9th grades of basic schools; according to the type of secondary school);
• the percentage of schools participating in international studies, of the total number of relevant schools (according to the level of education and type of schools);
• measures proposed as a consequence of an analysis of results of the PISA international study and results of the programme “Mock School-leaving Examination”;
• the percentage of basic schools which have been evaluated with regard to PISA 2003 results;
• year-by-year comparisons of evaluation results of pupils in 5th and 9th grades (until full implementation);
• year-by-year comparisons of results of new school-leaving examinations;
• year-by-year comparisons of results of new final examinations in the fields of education completed by an apprenticeship certificate;
• the percentage of teachers, of the total number of teachers, who have completed relevant further education (according to the level of education and types of schools).
Securing of Equal Opportunities for Education

- the proportion of pupils having special education needs integrated into the education mainstream, of the total number of pupils of the respective school (nursery school, basic school, secondary general school – gymnazium, secondary technical school, secondary vocational school, tertiary professional school);
- the proportion of pupils of the total number of pupils in specialised classes in mainstream schools (nursery school, basic school, secondary general school – gymnazium, secondary technical school, secondary vocational school);
- the percentage of children and pupils of the relevant age groups in special schools (3–5 years of age for nursery schools, 6–14 years of age for basic schools, and 15–18 years of age for secondary schools);
- the percentage of teachers of the total number of teachers who have completed relevant further education in the area of pedagogical and psychological work and special pedagogy (according to the level of education and types of schools).

Development of the Integrated Counselling System in Education

Integrated Information System on the Ability of School Leavers to Compete in the Labour Market – ISA

- the number of schools using information from the ISA project in order to review their offer of education;
- the number of teachers working as education advisory using the USA system in the area of career decision-making and orientation in the world of work;
- the number of publications drawn up within collecting, analysing and processing data for the counselling system;
- the number of accesses to the interactive integrated information system.

Increasing Professionalism and Social Prestige of Teachers

- an analysis of the development of salaries of teachers; comparisons of their salaries with an average salary in the Czech Republic according to the types of schools (nursery school, basic school, secondary general school – gymnazium, secondary technical school, secondary vocational school, and tertiary professional school);
- the percentage of school managers, of the total number of managers, who have completed studies for performing jobs of school managers, according to the types of schools (nursery school, basic school, secondary general school – gymnazium, secondary technical school, secondary vocational school, and tertiary professional school);
- the percentage of teachers who have participated in relevant further education, of teachers of the total number of teachers according to the types of schools (nursery school, basic school, secondary general school – gymnazium, secondary technical school, secondary vocational school, and tertiary professional school):
  - further education concerning Framework education programmes;
  - further education concerning development of School education programmes;
  - further education concerning pupils’ evaluation, self-evaluation, school leaving examinations and final examinations;
  - further education concerning provision of pedagogical and psychological services and special pedagogy;
  - further education concerning work with youth.
Promotion of Further Education in the Framework of Lifelong Learning for All

- the percentage of schools providing further education on the basis of resources granted from the ESF and total number of schools providing further education;
- the number of training courses of further education offered by schools on the basis of resources granted from the ESF and the total number of training courses of this type;
- the number of participants in training courses of further education offered by schools on the basis of resources granted from the ESF and the total number of participants of such courses;
- the number of teachers, trainers and consultants who will participate in further education for the purpose of improving their training skills for provision of further education;
- the percentage of schools which are members of centres of lifelong learning;
- the number of participants of further education in the last four weeks (the data collected by EUROSTAT).

Regional School Funding

- total non-investment expenditure, the amount of which is covered by a founder (only real expenditure);
- total direct expenditure for regional education, the amount of which is for salaries;
- direct expenditure for education structured by type of school – nursery, basic, secondary schools (of those secondary general schools (gymnazium), secondary technical schools, secondary vocational schools), and tertiary professional schools;
- direct expenditure to cover organisations directly managed by the MoEYS;
- total expenditure for development programmes covered by state budget chapter 333 of MoEYS, of which is expenditure structured according to projects;
- total expenditure for development programmes covered by ESF, of which is expenditure for co-financing structured according to projects.

Access to Education and Flow of Children, Pupils and Students through the Education System

- the percentage of children in nursery schools from among an age group between 3 and 5 years including proportions of individual age groups (children younger than three years from among the age group of two years old, three years old, four years old, five years old and older than five years from among an age group of six years old);
- the proportion of pupils of 1st grades of basic schools of the age group of six years old;
- the proportion of pupils of basic schools of the age group of 6–14 years old, of them pupils of the fist level of basic schools from the group of 6–10years old and pupils of the second level of basic schools (lower-secondary level) from the group of 11–14 years old;
- the percentage of pupils enrolling from 5th grades of basic schools to eight-year secondary general schools (gymnazium) and from 7th grades of basic schools six-year secondary general schools (gymnazium);
- the percentage of pupils from among 15 years old group enrolling to secondary schools the proportion of pupils admitted to individual secondary schools of the total number of pupils who have enrolled to secondary education;
- the percentage of pupils admitted to secondary education completed with a school-leaving examination of the total number of pupils who have enrolled to secondary education;
- the percentage of pupils admitted to secondary general education of the total number of pupils who have enrolled to secondary education – out of these, pupils from secondary
general schools (gymnazium) and fields of education in lyceum (secondary general education is understood education provided by four-year secondary general schools and by relevant grades in six-year and eight-year secondary general schools, and fields of education provided by lyceum within the secondary technical schools);

- the percentage of pupils admitted to secondary education completed with an apprenticeship certificate, of the total number of pupils who have enrolled to secondary education (basic school-leavers);
- the learning success rate in basic schools and individual types of secondary schools;
- the pupils who do not complete basic schools or secondary schools and do not continue studies;
- transition to tertiary education of those school-leavers from individual types of secondary schools who have completed their studies with a school-leaving examination;
- the number of children, pupils and students per teacher in nursery schools, basic schools, secondary general schools (gymnazium) secondary technical schools, secondary vocational schools and tertiary professional schools;
- the proportion of capacities actually used by nursery schools, basic schools, secondary general schools (gymnazium) secondary technical schools, secondary vocational schools and tertiary professional schools.

### Indicators Used to Monitor Achieved Status (the 2007 Long-term Policy Objectives)

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>COMMENTARY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A) EQUAL OPPORTUNITIES FOR EDUCATION</strong></td>
<td>The percentage of individually integrated pupils</td>
</tr>
<tr>
<td></td>
<td><strong>2004/05</strong></td>
</tr>
<tr>
<td>NSs</td>
<td>0.67 %</td>
</tr>
<tr>
<td>BSs</td>
<td>5.38 %</td>
</tr>
<tr>
<td>SGSs (gymnazia)</td>
<td>0.52 %</td>
</tr>
<tr>
<td>STSs, incl. conservatories</td>
<td>0.54 %</td>
</tr>
<tr>
<td>SVSs, VSs</td>
<td>1.37 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>COMMENTARY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The number of pupils in specialised classes of mainstream schools and their percentage among the total number of pupils in relevant schools (nursery schools, basic schools, secondary general schools (gymnazium) secondary technical schools, secondary vocational schools and tertiary professional schools)</strong></td>
<td>The percentage of pupils in specialised classes</td>
</tr>
<tr>
<td></td>
<td><strong>2004/05</strong></td>
</tr>
<tr>
<td>NSs</td>
<td>1.42 %</td>
</tr>
<tr>
<td>BSs</td>
<td>1.09 %</td>
</tr>
<tr>
<td>SGSs (gymnazia)</td>
<td>0.01 %</td>
</tr>
<tr>
<td>STSs, incl. conservatories</td>
<td>0 %</td>
</tr>
<tr>
<td>SVSs, VSs</td>
<td>0 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>COMMENTARY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The number and percentage of children and pupils in schools established for children and pupils with special education needs from among</strong></td>
<td>The percentage of pupils in schools established for children and pupils with special education needs</td>
</tr>
</tbody>
</table>
the relevant age group (3–5 years for nursery schools, 6-14 years for basic schools, 15-18 years for secondary schools)

<table>
<thead>
<tr>
<th>2004/05</th>
<th>2005/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSs</td>
<td>1.20 %</td>
</tr>
<tr>
<td>BSs</td>
<td>3.64 %</td>
</tr>
<tr>
<td>SGSs (gymnazia)</td>
<td>0.14 %</td>
</tr>
<tr>
<td>STSs, incl. conservatories</td>
<td>0.54 %</td>
</tr>
<tr>
<td>SVSs, VSs</td>
<td>7.03 %</td>
</tr>
</tbody>
</table>

The number of schools using information from ISA projects in order to review their offer of education – potential users – *a school or part thereof*

About 4,265 schools (2,400 basic schools, 400 schools established for children, pupils and students with special education needs, 1,465 secondary schools).

The number of teacher-education advisors using the ISA system in the area of career decision-making and orientation in the world of work – potential users

About 4,265 teacher–education advisors (2,400 in BSs, 400 in schools established for children and pupils with special education needs, 1,465 in secondary schools).

The number of teachers-education advisors and teachers teaching the subject “Education towards Choosing A Profession” and Introduction to the World of Work who use the eKariéra system

5,500 teachers – education advisors

The number of accesses to the interactive integrated information system

It is planned for upcoming years – the information system is gradually being built

The number of schools involved in the project

102 schools have been involved in the project, the plan was 80 schools

The number of further education of teachers programmes within the VIP Kariéra

The number of training courses/events held in 2005/06 = 32

Total number of training programmes within further education of teachers = 94

The number of supported persons providing consultancy and advisory services

143 – the source - mid-term report of the VIP Kariéra programme (August)

The number of clients who were provided consultancy services in 2005/2006.

Consultancy/advisory services were provided to 20,920 clients, who were provided with 65,609 advisory contacts. From December 2005 to June 2006 school psychologists provided advisory services in schools involved in the programme to 49,752 pupils (repeated visits), 9,627 teachers and 5,618 parents. Teachers specialising in special education needs provided their services to 52,454 pupils, 14,204 teachers and 6,813 parents.
### B) CURRICULAR REFORM

<table>
<thead>
<tr>
<th>The number of trained coordinators of SEPs and their percentage per school according to the level of education and the type of schools</th>
<th>NP Coordinator – one coordinator trained for complete schools providing education for those schools with up to 500 pupils and two coordinators for the school attended by more than 500 pupils.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In 2005 in total 2,700 coordinators were trained (8 seminars in each of 13 regions). In 2006 in total 2,000 coordinators were trained.</td>
</tr>
<tr>
<td></td>
<td>The capital city of Prague – in total 245 coordinators were trained in 10 seminars.</td>
</tr>
<tr>
<td></td>
<td>The system project Pilot S – in 2005 in total 30 coordinators were trained in schools involved in the project, i.e. one coordinator per school.</td>
</tr>
<tr>
<td>The number of teachers trained by coordinators of SEPs and their percentage of the total number of teachers according to the level of education and the type of schools</td>
<td>Pilot S – about 700 teachers have been trained; trained coordinators manage within this project only development of SEPs. Teachers were trained by external trainers.</td>
</tr>
<tr>
<td>The number of schools/part of schools having developed their SEPs and their percentage among the total number of schools (or parts of relevant schools) according to the level of education and the type of schools</td>
<td>Pilot Z – in 2004 the project allowed for full implementation of school education programmes at 14 pilot basic schools (i.e. including additional teaching time allocated to ICT and foreign languages). The project was implemented by RIE.</td>
</tr>
<tr>
<td></td>
<td>The Pilot G and Pilot GP projects (for grammar schools in Prague) were implemented between September 2004 and September 2008. They supported school reform in the Czech Republic and concentrated on the development and testing of school education programmes at 16 selected grammar schools. The project was implemented by RIE.</td>
</tr>
<tr>
<td></td>
<td>“Quick surveys” of the Institute of Information in Education – schools providing education within compulsory school attendance (basic schools, six-year and eight-year secondary general schools – gymnazium; the situation as of December 2005) – 65 % of schools is in the phase to launch preparatory work for their own SEP, 20 % of schools have commenced development of some parts of their SEPs. 9 % of schools have developed their SEP partially or finished their work on the SEP, 6 % of schools have not commenced their work on the SEP yet.</td>
</tr>
<tr>
<td></td>
<td>Special BSs – they predominantly start preparatory work on their SEPS (71 %), or they have not started</td>
</tr>
</tbody>
</table>
to work on the SEP yet (16.5\%).

six-year and eight-year SGSs (gymnázium) and basic schools – more than 30\% of basic school and less than 30\% of six-year and eight-year SGSs have begun to develop at least some parts of SEPs; the same applies only to 12\% of special schools.

Three secondary schools have developed their SEPs and started to pilot them (within the POSUN project); pilot SEPs within the Pilot S project are just before their accomplishment.

<table>
<thead>
<tr>
<th>The number of schools/parts of schools which have started to teach according to their SEPs and their percentage among the total number of schools (parts of relevant schools) according to the level of education and the type of schools</th>
<th>BSs (on the basis of their request for a change in the Register of Schools) – 130–150 BSs (June 2006) Secondary schools – 3 (piloting verification)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of fields of vocational education for which the SEP has been developed,</td>
<td>SEP – 9 fields of education (POSUN project)</td>
</tr>
<tr>
<td>The number of pupils taught according to SEPs and their percentage among the total number of pupils according to the level of education and the type of schools</td>
<td>This data are not monitored in the area of basic education. 141 pupils are educated according to the SEP (POSUN project) 121 in daily studies and 20 in distance learning</td>
</tr>
<tr>
<td>The number and percentage of pupils of secondary schools who have not completed education and do not continue with any studies</td>
<td>It can be derived that it is about 2.5% of pupils.</td>
</tr>
</tbody>
</table>

C) PROMOTION OF FOREIGN LANGUAGES, INFORMATION AND COMMUNICATION TECHNOLOGIES

**Foreign Language Instruction**

<table>
<thead>
<tr>
<th>The proportion of unqualified foreign language teachers, of the total number of foreign language teachers, who have completed relevant further education – language training courses</th>
<th>In the framework of the MEJA and Jazyky hrou (Languages through Games) programmes the assumed participation is 2,645 unqualified foreign language teachers. 772 teachers (both qualified and unqualified) study within the NP Brána jazyků (The Gate to Languages)</th>
</tr>
</thead>
</table>
Leonardo da Vinci – 136 projects of students’ mobility approved, in total 2,325 persons participated, of those 1,720 pupils and students (2005).

<table>
<thead>
<tr>
<th>Information and Communication Technologies</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006 *</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of computers per 100 pupils according to the level of education</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ISCED 1</td>
<td>7.6</td>
<td>7.5</td>
<td>9.6</td>
<td>11.5</td>
<td></td>
</tr>
<tr>
<td>ISCED 2</td>
<td>10.1</td>
<td>9.7</td>
<td>10.7</td>
<td>12.3</td>
<td></td>
</tr>
<tr>
<td>ISCED 3+4</td>
<td>9.5</td>
<td>9.3</td>
<td>11.0</td>
<td>12.8</td>
<td></td>
</tr>
<tr>
<td>ISCED 5B</td>
<td>22.2</td>
<td>23.0</td>
<td>30.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source: Institute for Information in Education</td>
<td></td>
<td></td>
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</tbody>
</table>

* – data are not currently available

<table>
<thead>
<tr>
<th>The number of computers connected to the internet per 100 pupils</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006 *</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCED 1</td>
<td>5.0</td>
<td>5.4</td>
<td>7.1</td>
<td>9.1</td>
<td></td>
</tr>
<tr>
<td>ISCED 2</td>
<td>7.8</td>
<td>7.9</td>
<td>8.9</td>
<td>10.8</td>
<td></td>
</tr>
<tr>
<td>ISCED 3+4</td>
<td>7.6</td>
<td>7.6</td>
<td>9.6</td>
<td>11.4</td>
<td></td>
</tr>
<tr>
<td>ISCED 5B</td>
<td>20.7</td>
<td>20.9</td>
<td>27.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source: Institute for Information in Education</td>
<td></td>
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</tbody>
</table>

* - data are not currently available

<table>
<thead>
<tr>
<th>The proportion of computers not older than five years of the total number of computers</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>53.0 %</td>
<td>62.1 %</td>
<td>63.6 %</td>
<td></td>
</tr>
<tr>
<td>of which PCs for loss instruction</td>
<td>60.7 %</td>
<td>64.2 %</td>
<td>67.3 %</td>
</tr>
<tr>
<td>Source: MoEYS, Department 55</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentage of teachers who have completed relevant further education out of the total number of teachers (according to the level of education)

Between the years 2002 and 2006 in total 137,000 teachers were trained to the level Z (zakladní = basic) which accounts for 84 %. 22,000 teachers achieved the level P (pokročilý = advanced) which accounts for 13 %.
### D) DEVELOPMENT AND IMPLEMENTATION OF SYSTEMS OF QUALITY AND METHODS OF EVALUATIONS AND SELF-EVALUATION OF SCHOOLS AND SCHOOL FACILITIES

<table>
<thead>
<tr>
<th>The number of schools/parts of schools implementing evaluations at the level of pupils (in 5th and 9th grades of basic education) and results</th>
<th>9th grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 – participation of schools in three regions – 307 BSs, i.e. 10,973 pupils, of those 740 from schools having SEPs.</td>
<td></td>
</tr>
<tr>
<td>2006 – participation of schools in 12 regions – 1,167 schools (1,036 BSs + 131 SGSs), 49,983 pupils including pupils from schools having SEPs.</td>
<td></td>
</tr>
<tr>
<td>5th grades</td>
<td></td>
</tr>
<tr>
<td>2005 – participation of schools in one region (the KarlovyVary Region) – 68 schools, 2,122 pupils.</td>
<td></td>
</tr>
<tr>
<td>2006 – participation of schools in three regions (the Liberec region, the Karlovy Vary Region, the Vysocina Regio) – 324 schools, 8,814 pupils.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The number of schools/parts of schools implementing self- evaluations at the level of a school, and their results</th>
<th>14 schools – only schools engaged in the system project - PILOT Z</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The number of schools involved in international studies (according to the levels of education and types of schools); refers to a school or its part and the number of pupils</th>
<th>PISA 2003 (the second phase of the study) – in total 260 schools and 9,919 pupils (representative sample).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The level of education should be improved by correct implementation of educational reforms. The Guidelines for teachers concerning Reading literacy have been drawn up.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The number of basic schools which were evaluated with regards to results of the PISA 2003</th>
<th>PISA numbers of schools numbers of pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>40</td>
</tr>
<tr>
<td>2003</td>
<td>262</td>
</tr>
<tr>
<td>These are total numbers of participating schools (BSs, SGSs, STSs, and SVSs) – numbers of basic schools will be specified by the Institute for Information in Education which acts as a project manager</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The year-by-year comparison of the number of pupils participating in pilot projects – Evaluation of Results of Pupils’ Education in 5th and 9th grades (until fully implemented)</th>
<th>In 2004 pupils of 9th grades were evaluated only in one region, in 2005 in three regions whilst in 2006 in total 1,167 schools from 12 regions participated in the project.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 2005 pupils of 5th grades were evaluated only in one region, in 2006 in total 324 schools and 8,819 projects from three regions (the Karlovy Vary Region,</td>
<td></td>
</tr>
</tbody>
</table>
### The year-by-year comparison of the number of pupils participating in the programme Mock School Leaving Examination – results to date and/or their comparisons

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>no. of records</td>
<td>164,706</td>
<td>173,587</td>
<td>282,959</td>
</tr>
<tr>
<td>no. of pupils</td>
<td>50,189</td>
<td>59,105</td>
<td>60,695</td>
</tr>
<tr>
<td>no. of schools</td>
<td>961</td>
<td>1,173</td>
<td>1,038</td>
</tr>
<tr>
<td>% of part. schools</td>
<td>63.7 %</td>
<td>74.5 %</td>
<td>62.8 %</td>
</tr>
</tbody>
</table>

### The year-by-year comparison of results of the new final examination in the fields of education completed by an apprenticeship certificate – results to date and/or their comparison

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of pupils</td>
<td>1,191</td>
<td>2,158</td>
</tr>
<tr>
<td>No. of schools</td>
<td>34</td>
<td>80</td>
</tr>
<tr>
<td>No. of educ. departments</td>
<td>not indicated</td>
<td>112</td>
</tr>
<tr>
<td>No. of educ. fields</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

### The number of teachers who have completed further education in the relevant area

2,770 pedagogical employees (trainers, submitters, head teachers, school leaving examination commissionaires) were trained within the programme Mock School Leaving-Examination 2006.

### E) ENHANCEMENT OF PROFESSIONALISM AND IMPROVEMENT OF WORKING CONDITIONS OF PEDAGOGICAL STAFF

An analysis of the development of teachers’ salaries, comparison of their salaries with an average salary in the Czech Republic according to individual types of schools

This analysis is regularly developed by the Institute for Information in Education; basic data are included in Chapter I.

The number and percentage of school managers who have completed studies for performing a job of a school manager according to types of schools

National Programme – A Successful Head Teacher – 808 persons have been trained

Framework Programme – Study Programme for Head Teachers – 582 persons have been trained.

The number of pedagogical staff who have completed relevant further education and their proportion of the total number of teachers according to the types of schools. Training courses related to

- Framework education programmes according to the type of FEP
- the development of School education programmes according to the types of schools

The following numbers of teachers have been trained within programmes of further education of teachers

- for FEP pre-school education – 113 participants
- for FEP for basic education – 4,134 participants
- 4,997 participants
- Evaluation of pupils, self-evaluation, school leaving examinations and final examinations (according to their purpose)
- Provision of pedagogical and psychological services and special pedagogy
- Work with youth

<table>
<thead>
<tr>
<th>o 1,246 participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>o 1,449 participants</td>
</tr>
<tr>
<td>o 44 participants</td>
</tr>
</tbody>
</table>

**F) PROMOTION OF FURTHER EDUCATION**

The number of schools providing further education on the basis of resources from ESF and in total

66 schools in six regions participated in the project of Recognising Results of Non-formal and Informal Education. A further of 16 schools from the Moravian-Silesian and Liberec Regions are involved in the project only partially, namely in the issue of recognition.

The number of participants of further education in the last four weeks (EUROSTAT)

Source EUROSTAT – Percentage of population (25–64 years of age) participating in further education in the last four weeks – the Czech Republic, 2005 - 5.9 %, the average of EU-25 was 10.8 % (the Czech Republic – 16th place).

The number of partial and complete qualifications specified by qualifying and evaluating standards within the National Qualification System

65 complete qualifications
240 partial qualifications
Annex 4: Content of annual school report

An annual report about school activities always contains:

a) basic data about the school (its name, address, characteristics, data about the organising body, the school management, the email address, data about the school board),

b) a list of programmes offered by the school that correspond to the entry in the school register,

c) an overview of the human resources providing for the school’s operations,

d) data about admission proceedings, registration for compulsory school attendance and admission,

e) data about the pupils’ learning outcomes in view of the objectives set out in the school educational programme and the level of education provided (including the results of final examinations, “maturita” examinations and “absolutorium”),

f) data concerning the prevention of socio-pathological disorders,

g) data about the in-service training of pedagogical staff,

h) data about school activities aimed at presenting the school to the public,

i) data about the results of inspection activities carried out by the Czech School Inspectorate,

j) basic data about the school’s management of resources,

k) data concerning the school’s involvement in development schemes and international programmes,

l) data about the school’s involvement in in-service training as part of lifelong learning,

m) data about projects submitted and implemented by the school that are funded from external sources,

n) data about cooperation with trade unions, employers’ organisations and other partners in the implementation of tasks related to education.

The annual report about school activities covers the previous school year (with the exception of basic data about the management of resources), and it is submitted to the school board for approval by 15 October each year. Following approval by the school board the report is sent, within 14 days, by the school head to the organising body and made available at an accessible place in the school.
8. Conditions relating to Human Resources

Criterion Description

Conditions concerning the resources of a legal entity that is performing activities of a school essentially affect how a school education programme (SEP) and results of pupils are met. Therefore in accordance with Sec. 174 (2) (b) of Act No. 561/2004 Coll., on Pre-School, Basic, Secondary and Tertiary Professional Education (the Education Act), as amended, the CSI detects and evaluate such conditions.

An average – the required situation

- A legal entity performing activities of a school has a plan of further education of pedagogical staff and monitors how it is fulfilled (Sec. 24 (3) of Act No. 563/2004 Coll., on Pedagogical Staff and on the amendment to some other acts, as amended).
- A legal entity performing activities of a school monitors personnel risks and adopts measures to remove them (qualifications, age structure, and ability of teachers to substitute each other, and so forth).
- A legal entity performing activities of a school has developed methods of support to mentoring of beginning teachers but it is implemented formally only (teachers to implement induction are not available).

Crisis Situation

- A legal entity performing activities of a school has not developed a plan of further education of pedagogical staff (Sec. 174 (3) of Act No. 561/2004 Coll.)
- A legal entity performing activities of a school uses financial resources provided for further education of teachers for other purposes
- A legal entity performing activities of a school does not monitor personnel risks and does not adopt measures to remove them (qualifications, age structure, ability of teachers to substitute each other, and so forth).
- The plan of further education of teachers does not correspond with needs of pedagogical staff and needs relating to the development of the SEP (Sec. 174 (3) of Act No. 561/2004 Coll.).
### Evaluation Criteria

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Signposts for Meeting a Criterion</th>
<th>Legal Basis</th>
</tr>
</thead>
</table>
| **1 Equal access to education**             | • A school thoroughly and accurately informs on an offer of education and enrolment procedure in a manner so that information available to all applicants; enrolment of applicants is in compliance with valid legal regulations  
  • A school adopts measures according to needs of children, pupils and students on the basis of recommendations of the school advisory centres in compliance with conclusions of self-evaluation of the needs of each individual.  
  • A school identifies and registers children/pupils/students with special education needs and gifted children/pupils/students, and adopts effective measures in order to create conditions for their successful development.  
  • A school takes into account external environment (social, regional), real conditions and options of the school which can affect a success rate of children/pupils/students in education.  
  • A school possesses effective preventive systems aimed at eliminating risky behaviour (in particular bullying, abuse of narcotic substances, truancy), injuries in schools and failures and monitors how such systems are implemented. | Sec. 2 (1) (a) and (b), Sec. 5, Sec. 16, Sec. 17, Sec. 29 ( 1) and Sec. 30 Of the Education Act<sup>51</sup>                                                                                           |
| **2 School education programmes (Education Programmes)** | • SEPs are developed in the required structure and are drawn up in compliance with the Education Act.  
  • SEPs are developed in compliance with the relevant FEP (results of a comparative analysis)  
  • SEPs are organised and oriented towards educational objectives and support of the development of pupils’ personalities.  
  • A school identifies strengths and weaknesses in relation to the development and implementation of the relevant SEP (SWOT, ISO, CAF and so fort).  
  • Any changes made to the SEP are justified and any adopted measures are based on self- | Sec. 5, Sec. 142 (1) of the Education Act                                                                                                                                                                      |

evaluation of a school, on principles and objectives encompassed in the current Education Act, and priorities on the education development expressed for example in the Long-term Policy Objectives and the Long-term Policy Objectives of a Region

- A school creates a positive climate for meeting objectives of the SEP

| 3 | School Management | The level of management corresponds with the type of school, decision-making powers are harmonised with the subsequent execution of competences and relevant resources; the organisational structure supports the current needs and strategic objectives of a school
- School management evaluates and innovates, on an ongoing basis, strategies and plans for implementation of the SEP.
- Other school employees are also involved in strategic management and self-evaluation; internal standards (for example School Rules of Order) well describe rights and duties of all participants in education; the meeting of such standards is regularly monitored and evaluated (for example the Pedagogical Board)
- A school thoroughly and accurately reports the data on its activities (for example statistical reports); annual reports of schools comply with a required structure and are based on results of self-evaluation or on findings that arise from external evaluations and checks
- School management has implemented measures aimed at removing shortcomings found by the CSI in the past period

| 4 | Staffing | A school adopts measures to remove staffing risks in compliance with conclusions of its self-evaluation (for example qualifications of teachers, age structure, an ability of teachers to substitute each other, turnover of employees, injury rate) )
- A school remuneration system supports implementation of the SEP (in alia evaluation of its impact - for example absences, substitution in hours, use of overtime hours)
- A school systematically supports beginning teachers for the period of three years of teaching practice
- A structure of the use of working hours by Sec. 10, Sec. 12 (2), Sec. 28 (5), Sec. 30 and Sec. 164 of the Education Act

Sec. 164 (1) (c) and (e) of the Education Act, the Act on Pedagogical Staff}
| 5 | Material Conditions | A school secures a safe environment for education and healthy social, psychological as well as physical development of children/pupils/students in all activities organised by the school  
• A school has implemented measures to maintains and improves space for education in compliance with provisions of occupational health and safety, fire protection, requirements for a barrier-free school and in accordance with self-evaluation or external inspections  
• A school ensures renewal and development of material and technical conditions for SEP implementation in compliance with the Education Act and the FEP.  
• A school ensures a renewal of ICT and its utilisation in class instruction as well as in administration | Sec. 29 (1) and (2) of the Education Act |
| 6 | Financial Prerequisites | A school determines priorities according to the option afforded by its budget and adopts measures in compliance with conclusions arising from its self-evaluation and internal audits; conceptual objectives of school development are approved by the founder and the School Board  
• A school effectively and economically uses funds allocated from the state budget in compliance with the purpose for which such funds were earmarked  
• A school appropriately uses possibilities of economic activities, development projects of Act No. 306/1999 Coll. | Sec. 160 to 163 of the Education Act, Act No. 306/1999 Coll. |
| 7 | Effective Organisation of Education | • A school satisfies curricula (compulsory subjects of a curriculum) pursuant to approved education programmes and in compliance with the Education Act and the FEP  
• A school secures compulsory school subjects and monitors benefits of educational areas to the development of key skills (the Czech language, Mathematics, the English language)  
• Utilising of available hours, an offer of optional and non-compulsory subjects is in compliance with objectives and a profile of the SEP and promotes the success of a child/pupil/student  
• A school organises appropriate education in adequate forms, for children/pupils/students with special education needs and gifted children/pupils/students  
• A school has a concept for homework  
• A school adopts measures to remove social, health and safety barriers in the course of education | Sec. 7 (2), Sec. 16 and Sec. 17 of the Education Act |
| 8 | Efficient Support for Personality Development of Children/Pupils/Students | • A school in cooperation with school advisory facilities provides information and consultancy services concerning education and provides assistance in the case that the education programme is changed  
• Teachers apply the School Rules of Order and pedagogical diagnostics when evaluating results of children/pupils/students  
• Forms of education allow for improvement of the educational process on the basis of results achieved in science, research and development  
• Efficient and modern teaching methods and | Sec. 2 (1) (b), (e) and (f) a Sec. 116 of the Education Act, Decree No. 72/2005 Coll. |
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>approaches are applied in the course of education</strong></td>
<td></td>
</tr>
<tr>
<td>• Teachers create conditions for individual educational approach</td>
<td></td>
</tr>
<tr>
<td>• Teachers apply differentiated activities in instruction</td>
<td></td>
</tr>
<tr>
<td>• Teachers motivate children/pupils/students to make use of different educational and interests supporting activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Partnership</strong></td>
</tr>
<tr>
<td>• A school cooperates with statutory representatives of minor children and pupils, parents of adult pupils and students or with persons who have pupils and students in their foster care (provision of information, involvement in the school bodies, communication with the school, joint actions of a school and a family)</td>
<td></td>
</tr>
<tr>
<td>• A school adopts measures on the basis of evaluations made by the founder (evaluation criteria agreed in advance, partnership projects)</td>
<td></td>
</tr>
<tr>
<td>• A school cooperates with the School Board (the issue relates to basic schools, secondary schools and tertiary professional schools) as such a School Board has been established in compliance with the Education Act, and adopts measures on the basis of their instigations (comments on the SEP, approval of annual reports, approval of results for evaluations)</td>
<td></td>
</tr>
<tr>
<td>• A school supports establishment of pupils’ and students’ self-government and allows them to participate in the management of the school</td>
<td></td>
</tr>
<tr>
<td>• A school cooperates also with other partners in developing an offer of education (for example practice of students, leisure activities and so forth)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Effective Support of Functional Literacy of Children/Pupils/Students</strong></td>
</tr>
<tr>
<td>• A school evaluates results and supports development of knowledge, skills and attitudes in social literacy</td>
<td></td>
</tr>
<tr>
<td>• A school evaluates results and supports development of knowledge, skills and attitudes in natural science literacy</td>
<td></td>
</tr>
<tr>
<td>• A school evaluates results and supports development of knowledge, skills and attitudes in reading literacy</td>
<td></td>
</tr>
<tr>
<td>• A school evaluates results and supports development of knowledge, skills and attitudes in mathematical literacy</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Systematic Evaluation of Individual and Group Results of Education of Children/Pupils/Students</td>
</tr>
<tr>
<td>----</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>• A school monitors the success rate of children and pupils when transiting from the lower lever to an upper lever of education (the initial grades at each level)</td>
</tr>
<tr>
<td></td>
<td>• A school identifies and evaluates the level of outcomes and results of education defined by the FEP (for example examinations before the Examination Board, school tests, national and international studies)</td>
</tr>
<tr>
<td></td>
<td>• A school uses opportunities to compare evaluation of education achievement from more sources (for example the Pedagogical Board, school advisory facilities, the founder, pupils, parents, students, the School Board)</td>
</tr>
<tr>
<td></td>
<td>• A school provides early support to children/pupils/students showing the risks of failure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12</th>
<th>Systemic Evaluation of Overall School Education Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• A school monitors an overall success rate of children/pupils/students in implemented SEPs in time series (three-year period) and its compliance with requirements stipulated in the FEP.</td>
</tr>
<tr>
<td></td>
<td>• A school achieves the required outcomes in certain subjects of the curriculum (the Czech language, the English language, and Mathematics) in time series (three-year period) in compliance with the SEP and in accordance with conclusions of the school’s self-evaluation</td>
</tr>
<tr>
<td></td>
<td>• A school monitors the overall as well as group success rate of children/pupils/students when accomplishing different levels of education in a time series (three-year periods)</td>
</tr>
<tr>
<td></td>
<td>• A school monitors the effectiveness and success of school systems in the area of occupational health and safety, prevention of risky behaviour and failures</td>
</tr>
<tr>
<td></td>
<td>• A school utilizes results of external evaluations of education achievement (for example using opportunities for comparisons of results with other schools at regional, national and international levels)</td>
</tr>
<tr>
<td></td>
<td>• A school publicly presents its results (for example on the school’s website)</td>
</tr>
</tbody>
</table>

Sec. 2 (1) (b) and (g) of the Education Act

Sec. 2 (1) (g), Sec. 10 and Sec. 12 of the Education Act
1) Individual evaluation criteria are used consistently with the nature of evaluation of a school or a school facility
2) Act No. 561/2004 Coll. on Pre-school, Basic, Secondary and Tertiary Professional Education (the Education Act, as amended
3) Act No. 563/2004 Coll. on Pedagogical Staff and on the amendment to some other acts, as amended
4) Act No. 306/1999, on Providing Subsidies to Private Schools, Pre-School and School Facilities, as amended
5) Decree No. 72/2005 Coll. on Providing Consultancy Services at schools and School Advisory Facilities
## Annex 7: Examples of Projects Aimed at School Evaluations

<table>
<thead>
<tr>
<th>Project Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The project whose aim is to standardise evaluation of secondary schools and to specify management processes for the purpose of ascertaining and enhancing the quality of education is implemented in the Hradec Kralove Region. The guidance for evaluation of schools will be developed in the framework of this project. The evaluation should have two parts – a questionnaire survey for pupils and parents and an audit that will compare the real situation of schools with outcomes of the questionnaire survey. An evaluation of the quality of 25 selected secondary schools will be carried out on the input side within the project along with implementation of quality standards. Furthermore, an output evaluation of the quality of schools seeking an added value of the project will be performed.</td>
</tr>
<tr>
<td>The project whose aim is to evaluate the quality of all 26 secondary schools established by the region is implemented in the Karlovy Vary Region. The situation on the input side will be evaluated, within this project, by the CAF methodology. Further a system of quality management according to ISO9001 will be implemented by means of a directive applied to the system of education - ISO/IWA 2:2003 and subsequently an evaluation of the situation on the output will be carried out. At the same time principles of internal evaluations will be developed.</td>
</tr>
<tr>
<td>In the Liberec Region the guidance for evaluation of schools will be developed and it will be followed by an input evaluation of the quality of schools. Standards of quality will be implemented, an output evaluation verifying the added value of the project will be carried out and sustainability of the implemented quality system, mainly through the “Quality” portal, will be ensured.</td>
</tr>
<tr>
<td>In the Zlin Region the system of evaluation of schools by their organising bodies will be implemented. The key activity of this project is implementation of evaluation of 57 secondary schools of the Zlin Region, in which 3,420 pupils will be involved. Outcomes will be subsequently evaluated and processed for the purpose of evaluations of schools by their organising bodies. The guidance relating to the used evaluation tool will be developed. This guidance will be the main study support for training employees and will serve as a source of information for evaluation of their schools. On the basis of the results collected from the evaluations carried out in 2010 and 2011 a global report on the added value for organising bodies will be drawn up.</td>
</tr>
<tr>
<td>The project whose aim is to apply one of quality tools and to get an analysis of the current situation in management, functioning and education achievements, to search for methods on how to manage an organisation more effectively and to identify areas for further improvement is being implemented in the Pardubice Region.</td>
</tr>
</tbody>
</table>
Annex 8: The description of career levels for teachers

The description of career levels for teachers at basic schools, basic artistic schools, secondary schools and conservatoires (with the exception of teachers of practicum and teachers of vocational training)

<table>
<thead>
<tr>
<th>Level</th>
<th>Basic activities</th>
<th>Specialised activities or specialisation</th>
<th>Professional qualification</th>
<th>Other qualification requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Educational activities aimed at facilitating the acquisition of knowledge and skills in general or vocational subjects in line with the school education programme, tertiary professional school education programme or in line with individual educational plans (in cooperation with other specialists and in line with other methodological recommendations in the area of pedagogy and psychology)</td>
<td>No</td>
<td>Section 7 and 8, Section 9 par.1,2,6, Section 10, Section 11 par. 1,4, Section 12, Section 13 and 14 of Act No. 563 Coll. on Pedagogical Staff (the Act)</td>
<td>No</td>
</tr>
<tr>
<td>2.</td>
<td>Comprehensive educational activities in general and vocational subjects combined with the development and updating, on a continuous basis, of pedagogical documentation (according to which the pedagogical worker carries out his/her direct educational activities), or combined with the development and updating, on a continuous basis, of individual educational plans.</td>
<td>No</td>
<td>Section 7 and 8, Section 9 par.1,2,6, Section 10, Section 11 par. 1,4, Section 12, Section 13 and 14 of the Act.</td>
<td>1 year or work experience</td>
</tr>
<tr>
<td>3.</td>
<td>Comprehensive educational activities in general or vocational subjects combined with the development and updating, on a continuous basis, of pedagogical documentation (according to which the</td>
<td>Yes</td>
<td>Section 7 and 8, Section 9 par.1,2,6, Section 10, Section 11</td>
<td>Section 9 of Decree No. 317/2005 Coll. (the Decree) 3 years of work</td>
</tr>
<tr>
<td></td>
<td>Pedagogical worker carries out their direct educational activities, or combined with the development and updating, on a continuous basis, of individual educational plans. Provision of methodological and specialised counselling for teachers and the development of prevention schemes. (12th pay category)</td>
<td>Paragraph 14, Section 12, Section 13 and 14 of the Act.</td>
<td>Experience</td>
<td></td>
</tr>
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<td>---</td>
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<td>---</td>
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<td></td>
</tr>
<tr>
<td>4.</td>
<td>Designing a policy for the development of a programme of secondary education completed by &quot;maturita&quot; or &quot;absolutorium&quot;, or a policy for the development of framework education programmes; designing and coordinating international projects concerned with education and projects focusing on in-service training that reach beyond the work of schools; coordinating education programmes for tertiary professional schools. (13th pay category)</td>
<td>No</td>
<td>Section 7 and 8, Section 9 par.1,2,6, Section 10, Section 11 par. 1,4, Section 12, Section 13 and 14 of the Act. 4 years of work experience</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Designing a policy for the development of a programme of secondary education completed by &quot;maturita&quot; or &quot;absolutorium&quot;, or a policy for the development of framework education programmes; specialised methodological activities in the area of pedagogy and psychology the performance of which is conditional upon acquisition of a specialisation laid down by the Decree; designing and coordinating international projects concerned with education and projects focusing on in-service training that reach beyond the work of schools. (14th pay category)</td>
<td>Yes</td>
<td>Section 7 and 8, Section 9 par.1,2,6, Section 10, Section 11 par. 1,4, Section 12, Section 13 and 14 of the Act. Section 7 or Section 8 or Section 9 of the Decree. and 4 years of practical experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>schools; coordinating education programmes for tertiary professional schools. (13th pay category)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Designing policies concerned with national or international programmes concerned with education. (14th pay category)</td>
<td>Yes</td>
<td>Section 7 and 8, Section 9 par. 1, 2, 6, Section 10, Section 11 par. 1, 4, Section 12, Section 13 and 14 of the Act.</td>
<td>Section 9 of the Decree. 5 years of work experience</td>
</tr>
</tbody>
</table>

**Explanatory note:**

*Work experience refers to the carrying out of direct educational activities.*
### Annex 9: A weekly schedule for direct teaching activities

<table>
<thead>
<tr>
<th>School / Educational staff</th>
<th>Number of classrooms, sections, study groups, courses, or number of children, pupils and students in the school</th>
<th>Number of hours of direct teaching work per week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Nursery school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>Head teacher</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>3 to 4</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>5 to 6</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>7 and more</td>
<td>13</td>
</tr>
<tr>
<td>Deputy head teacher</td>
<td>5 to 6</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>7 and more</td>
<td>17</td>
</tr>
<tr>
<td>Head teacher of a boarding nursery school</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>3 and more</td>
<td>12</td>
</tr>
<tr>
<td>Deputy head teacher at a boarding nursery school</td>
<td>3 and more</td>
<td>16</td>
</tr>
<tr>
<td>Head teacher of a boarding nursery school (with continual operations) or at a boarding nursery school with a special education centre</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td><strong>2. Basic school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Teacher of 1st grade of basic school and level 1 (primary) of basic school designed for pupils with special educational needs and of basic special school</td>
<td>20-22</td>
<td></td>
</tr>
<tr>
<td>Head teacher of basic school providing 1st level (primary) education</td>
<td>1 to 2</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>3 to 6</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>7 to 10</td>
<td>108</td>
</tr>
<tr>
<td>Head teacher of basic school a) providing level 2 (lower secondary) education</td>
<td>Up to 9</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>10 to 18</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>19 to 23</td>
<td>6, 5</td>
</tr>
<tr>
<td></td>
<td>24 and more</td>
<td></td>
</tr>
<tr>
<td>Head teacher of basic school b) providing both level 1 and level 2 education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head teacher of basic school a) designed for pupils with special educational needs</td>
<td>1 to 2</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>3 to 6</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>7 to 10</td>
<td>108</td>
</tr>
<tr>
<td>Head teacher of basic school b) special school with 1st level of basic education and separated 2nd level grades</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head teacher of basic school a) designed for pupils with special educational needs</td>
<td>1 to 2</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>3 to 6</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>7 to 10</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>11 and more</td>
<td>7</td>
</tr>
<tr>
<td>Head teacher of basic school b) special basic school providing level 1 education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head teacher of basic school a) designed for pupils with special educational needs</td>
<td>Up to 9</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>10 to 14</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>15 to 18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19 and more</td>
<td>54</td>
</tr>
<tr>
<td>Position</td>
<td>Up to 9</td>
<td>10 to 14</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>Deputy head teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boarding facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educator</td>
<td>11</td>
<td>97</td>
</tr>
<tr>
<td>Senior educator</td>
<td>15 to 17</td>
<td></td>
</tr>
<tr>
<td>Head teacher</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Deputy head teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Secondary school, conservatoire, tertiary professional school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher of general and vocational subjects</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Head teacher</td>
<td>Up to 8</td>
<td>9 to 16</td>
</tr>
<tr>
<td>Deputy head teacher</td>
<td>Up to 8</td>
<td>9 to 14</td>
</tr>
<tr>
<td>Senior teacher at a facility providing theoretical education</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Teacher of practicum</td>
<td>21 to 25</td>
<td></td>
</tr>
<tr>
<td>Driving instructor as part of practicum</td>
<td>30 to 35</td>
<td></td>
</tr>
<tr>
<td>Senior teacher of vocational training and deputy head teacher for practicum</td>
<td>Up to an average of 7 hours a week during the period of schooling</td>
<td></td>
</tr>
<tr>
<td>Senior teacher of practicum</td>
<td>Up to 120 pupils</td>
<td>121 to 240</td>
</tr>
<tr>
<td>Teacher of vocational training</td>
<td>25 to 35</td>
<td></td>
</tr>
<tr>
<td>Senior teacher of vocational training and senior teacher of practicum in a school designed for pupils with special educational needs</td>
<td>Up to 42</td>
<td>43 to 84</td>
</tr>
<tr>
<td>Teacher of vocational training in a school designed for pupils with special educational needs</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Coach</td>
<td>21 to 26</td>
<td></td>
</tr>
<tr>
<td>15. Special education teacher</td>
<td>20 to 24</td>
<td></td>
</tr>
<tr>
<td>17. Teacher’s assistant</td>
<td>20 to 40</td>
<td></td>
</tr>
</tbody>
</table>
The List of Abbreviations and Acronyms

BS – basic school
CSI – Czech School Inspectorate
ESF – European Social Fund
FEP – Framework Education Programme
HE – Higher Education
IIE – Institute for Information on Education
MoEYS – Ministry of Education, Youth and Sports
NICE - National Institute for Further Education
NUOV - National Institution of Technical and Vocational Education
RIE– Research Institute for Education
SEP – School Education Programme
SKAV - Standing Conference of Educational Associations
SS– secondary school
STS– secondary technical school
SVS– secondary vocational school
VS– vocational school