

## **National Report of the Czech Republic concerning the implementation of the priorities of the Strategic Framework for European Co-operation in Education and Training (“ET 2020”)**

In this National Report the Czech Republic (the CR) provides the European Commission with information related to the relevant thematic areas and questions that constitute a pre-condition for evaluating the implementation of the Strategic Framework for European Co-operation in Education and Training (ET 2020) to date. Such information is also a starting point for the preparation of the next implementation period. The report therefore contributes to the three main functions of the material as defined by the European Commission:

- 1) Reporting on progress on the implementation of the ET 2020 Strategic Framework
- 2) Ensuring dialogue between the Commission, Member States and stakeholders on policy reforms
- 3) Obtaining basic input for proposing new priority areas for the subsequent cycle (probably 2012 – 2014) of European co-operation in education implemented in line with the ET 2020 Strategic Framework

The report follows the structure of the material as required by the European Commission and contains the following parts:

- 1) *National Reform Programme*
- 2) *Early School Leaving*
- 3) *Tertiary Education Attainment*
- 4) *Mobility*
- 5) *New Skills and Jobs*
- 6) *Education Budgets*
- 7) *Lifelong Learning Strategies*
- 8) *Other Significant Reforms in the Priority Areas*
- 9) *Proposals for the Priority Areas of the Subsequent Period*

### **1. National Reform Programme**

## **The context and starting points**

In the relevant part of the National Reform Programme submitted to the European Commission, the Czech Republic builds on the assumption that the competitiveness of the country and the development of society are dependent on the educational attainment of the population and the quality of the education system. A well-educated workforce, whose qualifications allow labour productivity to grow, constitutes one of the pillars of the non-price component of competitiveness. The education system of the CR currently faces not only the necessity of adapting to dynamic social and economic changes taking place in this geographical area as well as in the rest of the world, but also the consequences of demographic development that is leading to a decline in the total number of pupils in the age groups that begin school attendance. These changes place new, in most respects higher, demands on the education system.

The Czech Republic believes it is necessary to achieve both quantitative and, most importantly, qualitative and structural changes in education. Enhancing the quality of education – i.e. preparation for employment in a broader sense, constitutes a precondition for a higher level of employability based on qualifications acquired that correspond to the dynamically developing needs of the economy. Lifelong learning therefore comes to the fore and so do multi-disciplinary approaches and a closer link between education and future labour market needs (and the business sector requirements).

The CR is also convinced that it is necessary to systematically monitor and evaluate information about the employability and employment situation of school leavers, and about the relevance of their education and qualifications in terms of the jobs and occupations they take up. For the purpose of matching education and labour market requirements to one another it is necessary to develop long-term forecasts of qualification requirements and the progress of natural replacement for an educated workforce. The conclusions and recommendations of these forecasts will then be reflected in the country's education policy. In the area of pre-school education, which establishes and strengthens the basic character and outline of an individual's study ability and capacity for social integration, it is necessary, apart from other things, to pay attention to the issue of accessibility of affordable and high-quality institutional pre-school education. As part of the reform of pre-school education it is therefore necessary to focus on this educational aspect. Pre-school education is one of the few relatively accessible and effective ways of reducing the risk of later school failure, particularly among socially and culturally disadvantaged children, since school failure augurs problems later in life.

One of the specific measures for improving the quality of education in secondary and higher education will be the forthcoming programmes of excellence, designed to provide strong backing to the highest quality schools and centres. They will expand the opportunities for a larger number of young people to obtain top-class education and will deliver substantial momentum and motivation for improvements in quality throughout the system.

The Czech Republic is traditionally among the EU countries with the lowest proportion of dropouts, and is well above the target set in the Europe 2020 Strategy. Therefore in this area the Government will concentrate on current developments and will respond promptly to any worsening of the situation, i.e. it will aim to maintain the current level of this indicator. At the same time, however, the total number of dropouts is made up of a constantly growing proportion of socially excluded children, particularly those from Roma households.

The national targets in the area of education with respect to the objectives of Europe 2020 are as follows:

- ✓ **a maximum dropout rate of 5.5%;**
- ✓ **32% of people aged 30 - 34 with tertiary education.**

However, these objectives should be viewed in this context not as ends in themselves, but only as the Czech Republic's contribution to the achievement of common objectives at the EU level. In fact, at national level, the Government considers these objectives to be part of a broader strategy in which structural reforms of the education system and, especially, its quality and interaction with the labour market, need play a more important role than quantitatively set targets.

### **Core reform goals**

In the coming years, it will be important to take measures to streamline the education system and adapt it to the interests of a Czech economy geared towards industry and exports, and to develop opportunities for lifelong learning. Attention should be paid to ensuring that each of the levels of the educational system provides its graduates with a quality education and prepares them for continuing their education or pursuing a career.

It is essential to start in preschool education with regard to the objectives related to the integration of parents into the labour market, the preparation of children to start school at an early age, and the method of schooling. The emphasis on the preschool preparation of children ahead of primary education, and coordinated socio-educational intervention in households in which socially disadvantaged children live, will be increased.

In primary education, children should focus on developing the disposition required to acquire new skills quickly and efficiently and encourage creativity in line with the objectives of lifelong learning; a greater emphasis should be placed on nurturing children's curiosity and developing their individual skills, manual dexterity and interest in mathematics, science and technology. Skills acquired at an early age must foster the ability to adapt flexibly to changing occupational and environmental requirements throughout the individual's life. Nor should high-quality training in general knowledge, forming the pillar of classical education in occidental culture, be overlooked. Another strategic aim is to guide the Czech educational system towards a higher level of social inclusion, including the greater competence of teachers to educate children with special educational needs. A further challenge is the reform of secondary education, which is also a prerequisite for higher education reform. The problem of secondary education is its excessive diversity and the low standard of some of those from vocational schools. The growing number of schools with spare capacity also needs to be tackled.

In higher education, by way of contrast, the still rather poorly diversified system needs to be reformed. Therefore, higher education policy will focus on improving the quality of education and on graduate profiling so that it is more responsive to labour market requirements and improves graduates' job prospects. One of the measures aims to enhance the prestige of undergraduate education and its practical applicability in the labour market, together with support for professionally oriented Bachelor's degree programmes (some tertiary professional programmes will be promoted to this level). Pilot projects aimed at shorter, more practically-oriented training will be introduced with a view to quickly passing on sufficient basic skills in particular areas. An emphasis should also be placed on flexibility and the key skills of graduates, their sound theoretical grounding, adequate language proficiency, skills in teamwork, project management, rudimentary legislation, etc., cutting across various fields of study.

The government will respond to the very low proportion of adults in continuing education. The main emphasis of the coming period will be placed on the development of a system to recognize the results of further education. The core activity here is the creation of the National Qualifications Framework, which will be funded through the Education for Competitiveness Operational Programme, with a timetable for the implementation of approved activities covering 2009–2015. Connected with this measure is the implementation of the European Qualifications Framework (EQF) in the Czech Republic through the establishment of a National Qualifications Framework and the assignment of levels of qualifications in the Czech Republic to EQF levels.

## **2. Early School Leaving**

### **What measures has the CR taken to reduce early school leaving?**

As mentioned in part 1 of this report, the Czech Republic ranks among the EU countries with the lowest dropout rate and is well above the target set as part of the Europe 2020 Strategy. Over the long term the CR has been among 4 member countries with the lowest dropout ratio (the Czech Republic, Slovakia, Poland, Slovenia). The 5.6% ratio is far below the EU target for 2020 (in 2008 the average for the EU was 14.9%). It may therefore be assumed that, in view of the current situation, there will be no more than a slight decline in the order of tenths of one percent by 2020. The CR therefore focuses less on specific measures to improve the situation and, instead, it primarily pays attention to the maintenance of this indicator at its present level and to an immediate response should the situation worsen (i.e. should the dropout rate increase).

The CR is also aware that there is a growing proportion of children from socially excluded, particularly Roma, households within the total number of dropouts. There are as many as 80 thousand people living in socially excluded localities in the CR, and they display a very low level of educational attainment over the long term (basic and unfinished basic education). Of these up to 80% are Roma citizens. Nearly 27% of Roma children (as compared to 3% of the majority population) are educated within the sub-standard education programme for individuals with mild retardation in segregated schools (mostly called practical basic schools) and face minimum chances of acquiring fully-fledged education and good employment prospects.

As concerns specific approaches with respect to particular instruments, the CR considers it to be important to establish the causes of this failure. It is therefore necessary to provide systematic support in order to increase the effectiveness of the counselling system and enhance the role of school psychologists and special education teachers in diagnosing this problem. In the broader context of European co-operation, the CR believes it is important to ensure that proposed policies are based on precise evidence so that the most fitting solutions may be implemented. For the CR it is important to obtain the broadest possible range of information about pupils (e.g. various forms of questionnaire surveys and other thematic studies) so that the relevant policies may be targeted in the most appropriate manner. The CR also believes it is beneficial to make available studies containing good practice examples from countries that show a low dropout rate over the long term (analysis of reasons why this is so) and countries that have managed significantly to reduce the number of pupils who leave school early (evaluation of policies that have led to this).

### **3. Tertiary Education Attainment**

#### **What measures has the CR taken to increase tertiary (or equivalent) education attainment?**

The MoEYS has been supporting an increase in the number of students at tertiary education institutions primarily by means of funding and also by promoting regionalisation of tertiary education. The Higher Education Act of 1998 made it possible to establish private higher education institutions (HEIs) that have considerably expanded the levels of educational provision and the accessibility of tertiary education.

After 2000, the proportionate increase in enrolments in the Czech Republic has been the highest among developed countries in the world. The growth was faster in ISCED 5A programmes (at higher education institutions) as compared to ISCED 5B programmes (at tertiary professional schools). The average annual increase in the proportion of individuals enrolled in tertiary education for the first time was more than twice as high as the OECD average. The most recent OECD report published in 2009 (presenting data for 2006/2007) has revealed a major shift in the position of the Czech Republic in terms of international comparisons. The shift has been caused by a constant increase in the absolute number of students in the CR and, since the second half of the 1990s, by a parallel diminishing of the 19-21 age group.

In 2006/2007 nearly 75,000 students enrolled for the first time in ISCED 5A programmes at higher education institutions (public, state and private), accounting for 54% of the population of the relevant age (in 2000 it was less than 25%). Another 11,000 enrolled in ISCED 5B programmes at tertiary professional schools – i.e. 8.5% of the population of the relevant age. After deducting the number of students who enrolled for the first time in an HEI programme but who had been earlier enrolled in a tertiary professional programme (and vice versa), the overall proportion is, according to OECD methodology, some 60% of the population of the relevant age enrolled for the first time in tertiary education. Due to this development the Czech Republic ranked higher than several more developed countries for the proportion of first enrolments in tertiary education (ISCED 5A) and basically reached the average of developed European countries (EU-19) scoring well above countries such as Germany, Austria and Switzerland – i.e. countries with a similar educational tradition, particularly in secondary education, the structure of which stresses technical and vocational education.

Over the course of another three-year period – i.e. until the academic year 2009/2010 for which the most recent Czech data are available, there were further major changes. The total number of first enrolments in tertiary education exceeded 95,000 students. The number of students enrolling for the first time in HEI programmes increased by more than 15,000 (of which 58% enrolled in public and 42% in private programmes), and tertiary professional schools saw a decrease of some 1,000 students. Due to this, in 2009/2010 the proportion of first enrolments in the relevant age cohorts increased to 61.5% at HEIs (ISCED 5A) and decreased to 7.5% at tertiary professionals schools (ISCED 5B). Even after deducting the estimated number of double enrolments in 5A and 5B programmes (some 1 percentage point) it is clear that in 2009/2010 the proportion of first enrolments in tertiary education *exceeded two thirds of the relevant age group*.

**Table: Public and private higher education institutions – students (individuals) according to the mode and type of study programme (according to citizenship and organising body of the institution)**

(data as at 31. 10. 2009)

	<b>Students (individuals) - total</b>										
	Total	<b>Full-time, on-site mode</b>					<b>Distance and combined mode</b>				
		Total	Bachelor's study programme	Master's study programme	Follow-up Master's study programme	Doctoral study programme	Total	Bachelor's study programme	Master's study programme	Follow-up Master's study programme	Doctoral study programme
<b>Higher education institutions – total</b>											
First enrolments	82,978	61,906	58,484	6,479	26,346	3,919	21,092	22,838	393	12,181	1,818
of which women	47,092	33,910	31,637	4,100	14,247	1,765	13,192	13,993	362	7,426	754
Students - total	389,231	277,184	170,910	43,006	54,624	11,688	116,396	74,376	3,161	25,163	14,049
of which women	216,267	152,574	91,482	28,189	29,432	5,238	66,484	43,698	2,603	14,754	5,624
Graduates	81,672	58,665	32,223	10,542	15,424	541	23,086	13,083	1,167	7,042	1,804
of which women	47,964	33,897	18,422	6,891	8,425	198	14,116	8,443	795	4,181	702
<b>Czech citizens</b>											
First enrolments	74,175	55,087	52,813	5,169	23,983	3,417	19,106	20,803	390	10,771	1,584
of which women	42,529	30,509	28,876	3,370	13,083	1,568	12,029	12,809	360	6,512	667
Students - total	354,711	251,524	157,586	36,641	49,961	10,160	107,316	69,097	3,130	22,656	12,774
of which	198,361	139,893	85,182	24,588	27,213	4,560	61,144	40,494	2,582	13,175	5,083

women											
Graduates	75,988	54,776	30,180	9,744	14,449	463	21,289	12,198	1,152	6,295	1,654
of which women	44,814	31,966	17,427	6,445	7,960	169	12,896	7,847	783	3,635	636
<b>Foreign nationals</b>											
First enrolments	8,803	6,819	5,671	1,310	2,363	502	1,986	2,035	3	1,410	234
of which women	4,563	3,401	2,761	730	1,164	197	1,163	1,184	2	914	87
Students - total	34,552	25,674	13,332	6,365	4,663	1,529	9,089	5,284	31	2,509	1,276
of which women	17,921	12,688	6,305	3,601	2,219	678	5,343	3,204	21	1,581	541
Graduates	5,684	3,889	2,043	798	975	78	1,797	885	15	747	150
of which women	3,150	1,931	995	446	465	29	1,220	596	12	546	66
<b>Public higher education institutions</b>											
First enrolments	68,959	55,433	51,908	6,479	24,787	3,909	13,545	14,940	393	7,477	1,784
of which women	38,220	29,854	27,521	4,100	13,278	1,758	8,376	9,006	362	4,338	731
Students - total	333,580	257,162	153,662	42,955	51,825	11,675	80,357	47,410	3,161	16,088	13,999
of which women	182,315	140,525	81,203	28,154	27,652	5,229	44,334	27,315	2,603	8,990	5,590
Graduates	69,647	54,540	28,823	10,516	14,724	541	15,182	8,193	1,167	4,027	1,804
of which women	40,212	31,196	16,245	6,869	7,922	198	9,063	5,307	795	2,263	702
<b>Private higher education institutions</b>											
First enrolments	14,021	6,473	6,576	–	1,560	10	7,548	7,899	–	4,704	34
of which women	8,873	4,056	4,116	–	970	7	4,817	4,988	–	3,088	23
Students - total	56,357	20,270	17,413	52	2,825	13	36,143	27,019	–	9,093	50
of which women	34,367	12,197	10,373	36	1,798	9	22,202	16,406	–	5,773	34
Graduates	12,032	4,127	3,401	26	700	–	7,905	4,890	–	3,016	–
of which women	7,756	2,703	2,178	22	503	–	5,053	3,136	–	1,918	–

### Measures to increase the number of those entering tertiary education, including the expansion of entry opportunities for individuals from under-represented groups

The MoEYS supports, over the long term, the alleviation of barriers to access to education and to its implementation, and promotes the development of lifelong learning (e.g. the

development of part-time, distance modes of study, increasing the level of transferability of tertiary education, recognition of learning outcomes... etc.).

In 2010 the MoEYS commissioned a study mapping the current situation of tertiary education students with special needs/specific requirements. The subject of the analysis is a description of the current state of affairs in terms of providing for the education of students with specific needs at all public and private HEIs (numbers of students according to the demands of study programmes, the technical and material resources institutions offer to students with special needs, services provided to these students, etc.). The study also maps the financial demands, possible sources for funding students' specific requirements and the legislative provisions (including internal regulations of HEIs) that relate to students with specific demands. Moreover, the analysis contains a recommendation for HEIs and institutions within state and public administration.

According to the analysis there are currently some 1,100 students with specific demands studying at higher education institutions. However, this is only an approximate figure as it is difficult to identify the total number of students with specific needs who require some form of support from HE institutions. Not all students who need assistance in relation to some type of disability inform their institution about this and expect support.

The MoEYS runs annual development schemes to support students with specific needs and applicants from socially and economically disadvantaged groups.

<b>Development projects to support the disabled</b>			
	NIV	INV	Total in thousand CZK
<b>2008</b>	<b>59,439</b>	<b>38,784</b>	<b>98,223</b>
<b>2009</b>	<b>62,145</b>	<b>30,660</b>	<b>92,805</b>
<b>2010</b>	<b>57,425</b>	<b>22,100</b>	<b>79,525</b>

NIV ... non-capital resources

INV... capital resources

Counselling at HEIs also plays an important role in terms of accessibility of tertiary education. The MoEYS supports the development of counselling services by means of development schemes.

#### **4. Mobility**

## What measures has the CR taken to promote learning mobility?

The Czech Republic is involved in a number of European programmes that support mobility. The pivotal one is the **Lifelong Learning Programme (LLP)** that supports mobility at all levels of education. It consists of Comenius (pre-school and school education), Erasmus (university and tertiary professional education), Leonardo da Vinci (vocational education and training), Grundtvig (adult learning and lifelong learning), the Transversal programme (support for cross-cutting activities such as policy co-operation and innovation, support for language learning, ICT and dissemination and use of lifelong learning outcomes), and Jean Monnet (support for research, learning about European integration at higher education institutions). Some of these sub-programmes are co-funded by the CR as they are perceived to be important instruments for promoting mobility.

The Czech Republic considers the **access of young people to mobility**<sup>1</sup> in education to be a fundamental human right that is guaranteed and fully implemented by means of the State Policy on Children and Young People. Mobility in education at national and European levels contributes to the fulfilment of two principal political objectives:

- ✓ strengthening European competitiveness, developing a knowledge-based society; and
- ✓ enhancing the sense of European identity and citizenship in the young generation.

Mobility is also supported as part of the **EEP/Norwegian Financial Mechanisms** where the MoEYS is responsible for the Fund for support of co-operation among schools and the Fund for research support. The first period for implementation of the financial mechanisms ended in 2009, while the launch of the second period is currently under preparation (2009-2014). The MoEYS's contribution to co-funding the projects was roughly 10%. Another programme facilitating mobility is the **Swiss-Czech Co-operation Programme (2009 – 2016)**. This includes the SCIEX-NMS<sup>ch</sup> programme (Scientific Exchange Programme between the New Member States of the EU and Switzerland) that makes it possible for doctoral and post-doctoral students to undergo research training placements in Switzerland.

Mobility also includes scholarships administered by the MoEYS on the basis of bilateral and multilateral agreements, and scholarships provided in line with government resolutions.

---

<sup>1</sup> In line with the provisions of the European Quality Charter for Mobility (2006/961/ES).

**Bilateral international agreements** include agreements on cultural co-operation and implementation programmes attached to these agreements (government-type agreements) and ministerial agreements. Scholarships are currently offered in line with 40 bilateral agreements (including the Czech-Austrian Aktion) of which the majority is concluded between EU and EFTA/EEA countries. Other countries include: Argentina, China, Egypt, India, Israel, Japan, Jordan, the Democratic People's Republic of Korea, the Republic of Korea, Mexico, Mongolia, Peru, Russia, Ukraine and Vietnam.

Based on the relevant government resolutions, so-called government scholarships are offered to citizens of developing and other needy countries so that they may undergo a full cycle of studies at public higher education institutions in the CR (the ongoing scheme covers years 2008 through 2012). Compatriots are provided with scholarships as part of a programme promoting Czech cultural heritage.

Scholarships are also provided from **EU resources** as part of programmes facilitating international co-operation between EU and EEA countries, and sometimes also with so-called third countries. Scholarships may be provided directly by the European Commission or by foreign or Czech institutions. The following programmes are concerned in particular: Lifelong Learning Programme (LLP), Erasmus Mundus (open to all countries) and Tempus.

Moreover, scholarships are available as part of programmes of bilateral co-operation between the EU and third countries: EU-US Atlantis Programme, EU-Canada Transatlantic Exchange Partnerships Programme (TEP), EU-ICI ECP (Industrialised Countries Instrument Education Cooperation Programme, EU-Latin America Alfa – Regional Cooperation Programme.

**Multilateral international agreements** encompass CEEPUS (Central European Exchange Programme for University Studies) and the International Visegrad Fund.

The European programme **Youth in Action** is the most important instrument for the mobility of young people outside the sphere of formal education. It encourages the educational mobility of young people in the CR – for example through their participation in youth exchanges or in European Voluntary Service which is relatively popular among young Czechs. The educational mobility of young people in the CR is also covered by other projects funded by the Youth in Action programme or by the European Youth Foundation (Council of Europe) that promote European citizenship, involvement of young people in democratic life, intercultural dialogue and inclusion of disadvantaged young people, and provide support to individuals working with young people and youth organisations.

The MoEYS ensures that mobility is promoted by means of its websites, and by providing the relevant information at national or regional seminars and by means of leaflets. There are

also efforts to use examples of good practice to motivate individuals interested in participating in mobility schemes.

### **Measures to support outgoing/incoming educational mobility of pupils and students in various areas of education (schools, vocational education and training, higher education, adults)**

Following public administration reform, public schools are now administered by regional authorities (secondary schools) and municipalities (basic schools). This means that the MoEYS is not directly responsible for developing their mobility schemes. The mobility of **basic and secondary schools** may be supported through regional projects that, in this way, complement the opportunities offered by EU educational programmes. The only exception is three projects administrated by the MoEYS: scholarship-based study visits for Czech pupils at French lyceums in Dijon and Nimes, at the Friedrich Schiller Gymnasium in Pirna, Germany, a long-term educational project as part of cross-border co-operation with Bavaria (Gastschuljahr) and also a language course organised for grammar school and secondary technical school students in Marburk, Germany.

Important instruments for implementation of partnership-based **co-operation between higher education institutions** include, most importantly, programmes of the European Community and programmes focusing on co-operation between the EU and other countries (Erasmus Mundus, EU-USA, EU-Canada etc.), regional programmes FM EEA/Norway, CEEPUS, Aktion etc.) and MoEYS development schemes.

Higher education institutions use most extensively the Lifelong Learning Programme (LLP – Erasmus) as part of which, in 2009, over 8,500 Czech students of public HEIs headed abroad to undergo higher education programmes, and over 5,500 foreign students came to study in the CR. Apart from the mobility of students and staff at higher education institutions, various joint projects were implemented as part of the programme concerned with development of study programmes, organisation of summer schools, etc. According to data stated in annual reports of public HEIs, there were 9,293 outgoing Czech students and 6,450 incoming foreign students in 2009/2010.

In 2009 2.8% of the total number of students at public HEIs and 0.5% of private higher education students experienced a short study visit abroad. Of these more than 90% were visits as part of the Erasmus programme.

The Ministry makes efforts to support international co-operation between higher education institutions. One of the instruments for doing so is the relatively high level of co-funding for international programmes from the national budget. In 2009 a total of CZK 293.4 million from the national budget was provided to HEIs to support the LLP-Erasmus, CEEPUS and Aktion programmes.

Another financial instrument is the so-called development schemes run by the MoEYS that may be used by HEIs to fund mobility. In 2010 20 public HEIs made use of this opportunity, while in 2011 the figure was 21. In 2010 the MoEYS supported mobility as part of these schemes to the tune of CZK 60 million. For 2011 the amount will be CZK 67 million (a shorter mobility scheme in the form of summer schools has been included in the development schemes).

As concerns the number of graduates of public higher education institutions (Bachelor's, Master's and Doctoral programmes) who underwent a mobility stay during their studies (of at least 1 month's duration), in 2009 the proportion was 5.69% of graduates and in 2010 (as at 22.10.) it was 5.73% of graduates. The average length of the study visit was 6 months.

### **Measures to support outgoing/incoming mobility in the training of teachers and other staff in various areas of education (schools, vocational education and training, higher education, adults)**

The situation concerning the mobility of teachers and other staff in various areas of education is similar to that of pupils of **basic and secondary schools** (projects administered by regions or by organisations directly subordinate to the Ministry that are complemented by EU educational programmes).

One exception is the continuing training courses for teachers of French at Czech basic schools and secondary school teachers in France (organised by the French party as part of bilateral co-operation with the MoEYS; a two-to-three-week course each year). Moreover, it is possible to take part in exchanges of teachers and seminars held as part of observation visits to Bavarian schools. There are other opportunities such as a language methodological seminar in Meissen – Siebeneichen (in co-operation with Saxony), a seminar in Weisneck (in co-operation with Baden-Württemberg ) and in Dillingen (in co-operation with Bavaria).

Teachers may also use the options available through the Comenius sub-programme of the Lifelong Learning Programme.

On the basis of a resolution of the Czech government concerning the promotion of the Czech cultural heritage abroad, lecturers in Czech language and literature are sent to foreign

countries (for at least 1 academic year). The sending and receiving of language teachers are also normally regulated by the relevant bilateral international agreements. Some bilateral international agreements also provide for reciprocal short-term exchanges of academics working in various fields (normally 1 week to 3 months).

Adults may gain experience in various areas of education via the Gruntvig sub-programme that is part of the Lifelong Learning Programme.

### **Steps to identify and eliminate barriers to educational mobility**

In the past there were cases of insufficient **availability of information** at schools concerning the promotion of mobility. This problem has been gradually redressed and information is now disseminated via the Internet (e.g. Facebook – the Erasmus sub-programme), leaflets, promotional booklets (analyses, good practice examples, etc.) and e-mail notifications.

Documents facilitating mobility and transparency of qualification are becoming popular in the CR. In 2010 alone over 35,000 Europass Curriculum Vitae templates were used. The CR also supports the issuing of the Europass Certificate Supplement. This document facilitates recognition of qualifications abroad and schools order it via registration at the National Europass Centre Czech Republic. This year as many as 60,000 school leavers received Europass Certificate Supplements. Over 120,000 of the supplements have been issued in total, of which a half are in Czech, more than 55,000 in English and over 4,400 in German. Some 260 supplements have been ordered in French. The number of schools that issue the Europass Certificate Supplement has increased year-on-year from 623 to 756. This means that nearly 75% of school leavers will obtain the document.

The **Europass Mobility** document is issued to participants in European mobility schemes, both as part of Community activities and of activities outside the Community programmes. In 2010 and 2011 over 4,000 coded forms were provided. The Czech National Europass Centre worked jointly with CEDEFOP to launch the European portal for issuing this document. The end of August 2010 saw the launch of the EMMS European database at national level.

## **5. New Skills and Jobs**

## **What measures has the CR taken to improve the assessment of future skills requirements matching since 2009?**

Since 2009 the Czech Republic has been focusing primarily on implementation of the relevant measures of the “Lifelong Learning Strategy for the Czech Republic.”<sup>2</sup> The strategy was approved by Government Resolution No. 761/2007 and it constitutes the primary document for other transversal and partial policies in the area of initial education, general as well as technical and vocational education, tertiary education and continuing education and training. The document provides a coherent concept of lifelong learning and reflects both a new approach to continuing education and reform of initial and tertiary education. This strategy is a good instrument for achieving the widest possible involvement of all age groups in the process of lifelong learning and it is in line with measures related to the matching of future skills with labour market needs.

In this domain the CR concentrates on the majority of the relevant aspects – i.e. on improving the match between the supply of skills and labour market needs, strengthening the capacity for forecasting skills requirements, ensuring the provision of an appropriate set of skills for success in the labour market and providing for a more effective match between workforce skills and existing job requirements.

The CR therefore places emphasis on the development of lifelong learning and career guidance from a lifelong perspective, and stresses the role of guidance and targeted training and retraining programmes for the unemployed. Emphasis is also placed on introducing work placement schemes. The CR also believes it is important to take a targeted approach to specific target groups such as unskilled jobseekers, people with disabilities, elderly individuals and parents who look after a child and return to the labour market.

A National System of Occupations (NSO) is being developed in the CR along with a National Qualifications System (NQS). The NQS is developed and implemented pursuant to Act No. 179/2006 Coll. making provisions with respect to verification and recognition of the outcomes of continuing education (The Recognition of Continuing Education Outcomes Act). The Act defines ways of verifying the knowledge and skills acquired through means other than formal education. The NQS is implemented by means of partial qualifications that are developed in close co-operation with social partners (employers, representatives of the relevant sector, employers’ organisations, etc.) as part of the work of sector councils. The sector councils are also supported within the Action Plan for Support of Technical and Vocational Education. This provides not only for a match between the requirements of

---

<sup>2</sup> For more details see chapter 7.

various occupations within the NSO and the qualification requirements in the NQS, but also for the relevance of these requirements. Moreover, the NQS is an elastic system capable of responding and adjusting to labour market changes in a flexible manner. In 2009 the system for recognition was interconnected with retraining schemes, a procedure which guarantees comparable learning outcomes from retraining courses.

As concerns the broader, European dimension of this topic, the CR places emphasis on several other sub-topics:

- 1) The CR was actively involved in the work of the EC's expert group proposing a benchmark for employability on the basis of the provisions in the ET 2020 Strategic Framework. The CR is in favour of this benchmark being applied to the stage of young people transferring from education to the labour market.
- 2) The CR also believes it is important to enhance the reading literacy of pupils and students and supports effective ways of improving their capacity to understand a written text (including the CR's support for cooperation in this field at European level) and is currently taking the relevant measures.
- 3) The CR joins in the attention paid to the needs of small and medium-sized enterprises as part of EU initiatives in the area of qualifications.
- 4) The CR supports a systematic approach to education for sustainable development and the acquisition of new competencies related to the Europe 2020's Energy Efficiency Plan 2011 and the new Eco-Innovation Action Plan. The CR recommends that particular attention should be paid to the Council Conclusions on education for sustainable development of November 2010 that take a comprehensive view of the issue of sustainable development and the current challenges. The CR recommends that, in particular, the "whole-school approach" described in the Conclusions should be taken into account, as it specifies a number of so-far neglected aspects and new skills.
- 5) The CR promotes the concept of knowledge alliances as communities interconnecting companies and educational institutions for the purpose of the development of new curricula dealing with a lack of skills and taking account of labour market needs. This topic, which is closely related to the building of new partnerships between schools and employers, is very close to partnership as one of the priorities of the Czech Presidency of the EU Council, and the CR is clearly in favour of this development. In this context it is necessary to place emphasis not only on ensuring flexibility and transparency, but also on providing for high quality partnerships. Without such quality it is impossible to build trust between employers (companies) and education systems.

- 6) The CR attaches great importance to the identification, registration and verification of competencies gained outside formal education and training, and supports further steps in this area. One important question for the CR concerns the role that tertiary professional schools and higher education institutions will play in the recognition of non-formal learning, but it supports a coordinated approach in this area. As concerns the European Skills Passport, the CR extends long-term support for a more thorough use of the existing set of instruments such as Europass and the EQF, rather than for the development of new instruments.
- 7) The CR promotes the development and implementation of co-ordinated policies aiming at improving the education of migrants where it sees an unequivocal benefit of European co-operation. The situation is fundamentally different in European countries that tackle gaps between the educational attainment of migrating students and that of the local population in schools from that in the CR, where the children of migrants largely enter school with a very good knowledge of the language of instruction.
- 8) The CR endorses instruments for incorporating ICT skills and digital literacy (e-skills) into the core of lifelong learning policies in the spirit of the Council Conclusions of November 2010 (among other documents) concerning enhancement of the level of basic skills as part of European co-operation between schools that offer, in a manner appropriate for the 21<sup>st</sup> century, a number of applicable instruments (in primary and secondary education).
- 9) The CR joins in the support for excellence at all levels of education, particularly as regards tertiary education and its links to research, development and innovation as a prerequisite for achieving excellence. As for the concept of European Centres of Excellence as part of new academic specialisations for future careers, the CR is interested to learn about more specific outlines of the related instruments for predicting new occupations and jobs and their use in the environment of top-notch higher education institutions.

## 6. Education Budgets

Education in the CR is financed from the budget of the Ministry of Education, Youth and Sports (MoEYS), from regional and municipal budgets and from the budgets of other ministries that serve as organising bodies for schools (Ministry of Defence, Ministry of the Interior).

**The MoEYS budget** accounts for some 80% of the overall amount of resources earmarked for education. The economic and financial crisis has significantly affected the total budget level. The MoEYS expenditure as a proportion of GDP has been constantly decreasing in recent years. In 2009 MoEYS expenditure (less resources for programmes co-funded from EU and Financial Mechanisms) as a proportion of GDP was 3.42 %. In 2010 this proportion decreased to 3.34% and in 2011 there has been a further decrease to 3.18%. In the budget outlook for 2012 there is a figure approaching the 3% level (3.05%) and for 2013 it is as low as below this level (2.89%).

**The development of funding for various areas within the remit of the MoEYS in 2009-2011** is illustrated in the following table (the data do not include co-funding from the EU and Financial Mechanisms):

Table: Development of funding for various areas within the MoEYS's purview in 2009-2011

	Year 2009	Year 2010	Year 2011	Change in absolute terms		Change in %	
				2010/ 2009	2011/ 2010	2010/ 2009	2011/ 2010
<b>TOTAL MoEYS BUDGET (in billion CZK)</b>	124.2	123.2	121.1	-1.0	-2.1	99.2%	98.3%
<b>Higher education institutions</b>	246	23.5	22.4	-1.1	-1.1	95.5%	95.3%
<b>Research, development and innovation</b>	9.7	11.0	10.5	1.3	-0.5	113.4%	95.5%
<b>Schools (except for HEIs) and directly managed organisations</b>	84.7	83.5	82.8	-1.2	-0.7	98.6%	99.2%

<b>Youth</b>	0.2	0.2	0.2	0.0	0.0	100.0%	100.0%
<b>Sports</b>	1.9	1.9	1.9	0.0	0.0	100.0%	100.0%
<b>Expenditure on programmes co-funded from the EU and FM budgets (only the national share)</b>	1.1	1.0	1.1	-0.1	0.1	90.9%	110.0%
<b>Other expenditure on MoEYS' tasks (including state school leaving examination – "maturita")</b>	2.0	2.1	2.2	0.1	0.1	105.0%	104.8%

**The main priorities of the Ministry for 2010** that were given preference in funding:

- ✓ Programmes co-funded from the EU and other Financial Mechanisms;
- ✓ State school leaving examination ("maturita").

**The main priorities of the Ministry for 2011** that will receive preferential funding:

- ✓ Research and development – this priority is strictly in line with the government's obligation to propose the R&D budget;
- ✓ Remuneration of educational staff in schools administered by self-administrative units (effective remuneration is to be carried out through regulation of the number of publicly funded schools);
- ✓ Sports;
- ✓ Programmes co-funded from the EU and other FMs.

## **7. Lifelong Learning Strategies**

### **What progress has the CR made in the development and implementation of a coherent and comprehensive lifelong learning strategy?**

In Resolution No. 761/2007 the government of the CR approved the “Lifelong Learning Strategy for the Czech Republic” (the “Strategy”) that aims to provide a framework for initiatives targeted at the development of lifelong learning in the CR in 2007-2015 in line with the EU’s Lisbon strategy. The “Strategy” is a principal document for other transversal and partial policies in this area and constitutes a coherent outline of lifelong learning development. Its ambition is gradually to set achievable goals the implementation of which may be funded, apart from other sources, from European funds. The benefit of the “Strategy” lies mainly in its bringing together issues mentioned in various documents and forming a coherent approach to lifelong learning, and in its intention to combine the efforts of all stakeholders in its implementation. Based on an analysis of the current situation concerning the development of the various segments of lifelong learning in the CR (initial general and vocational education, tertiary education, continuing education), major strategic directions have been set that should be given priority in funding. The strategic directions are further specified in the form measures, while their link to ESF Operational Programmes is observed. The “Strategy” is particularly significant for the area of continuing education that, until the “Strategy” was developed, had not been reflected in a major way in any strategic document.

Another strategic document that supports the development of lifelong learning is the Long-Term Plan for Education and the Development of the Education System in the CR. In addition to a description of the existing situation the document proposes measures that should ensure the development of both initial and continuing education.

### **Does the CR have such a strategy (please indicate where it is laid down)?**

In Resolution No. 8/2009 the government of the CR approved the “Implementation Plan for the Lifelong Learning Strategy” that specifies the general aims of the “Strategy” in terms of various measures that must be taken, including a framework implementation schedule and the actors (ministries) responsible for the implementation. The overall responsibility for putting the plan into practice lies with the MoEYS. In the course of 2009 the MoEYS took the following steps as part of the implementation plan:

- a) Establishing managing bodies for the implementation plan and delineating their organisational structure (including inter-departmental ones),

- b) Reorganisation of working teams to implement each measure (down to the level of departments and organisations directly managed by the MoEYS),
- c) Schedule for implementation of individual measures,
- d) Setting up control mechanisms for implementation of the plan.

The government of the CR is informed about the course of implementation of the plan at three-year intervals in the form of implementation reports. The first report was submitted in December 2009, the following one is to be presented towards the end of 2012.

**Please briefly refer to the main measures addressing the principles of shared responsibility, effective financial mechanisms, flexible pathways and quality initial and targeted continuing training:**

The measures set out in the Implementation Plan for the Lifelong Learning Strategy are put into practice primarily by means of projects within the Education for Competitiveness Operational Programme that are co-funded from ESF resources. The financial requirements of individual national projects are stated in the following table. Further financial resources from the ESF will be drawn as part of other individual projects.

<b>Support area</b>	<b>Financial support from the ESF</b>
Initial education	1,500 million CZK
Tertiary education	600 million CZK
Continuing education	1,100 million CZK
Individual national projects (IPn) – total	2,550 million CZK

ESF – European Social Fund

As part of projects co-funded from the ESF (NQS 1 and NQS 2) the National Qualifications System (NQS) is being developed. The system is a database of all qualifications that may be used independently at the labour market (for more details see chapter 5). The NQS is the basic component of the system for recognition of the outcomes of previous learning. Based on this system every individual may have his/her qualification recognised through a so-called partial qualification examination, and receive a formal certificate of this qualification, regardless of how the necessary knowledge or skills have been acquired.

This system also interconnects initial and continuing education. Partial qualifications are normally part of full qualifications. Acquisition of the relevant partial qualifications makes it possible to pass a final or “maturita” examination without previous school attendance. In 2009 the system for recognition was interconnected with retraining schemes.

However, in spite of apparent progress achieved in the development of continuing education it is necessary to enhance the motivation of adults to increase their participation in learning. In 2010 7.5% of the adult population in the CR was involved in continuing education. The reference level that member states should reach by 2020 is at least 15% of adults participating in lifelong learning programmes. This means that by 2020 the rate of participation in adult learning must be doubled.

Transferability between education systems:

Various measures are being carried out that support the openness of and transferability between secondary programmes, between secondary and tertiary studies and between these and continuing education.

a) Within the educational path:

Amendment No. 49/2009 Coll. to Act No. 561/2004 Coll. on pre-school, basic, secondary, tertiary professional and other education (the Education Act), as amended, establishes conditions for a maximum level of transferability between programmes and fields of education.

- Follow-up courses may be delivered in fields that are not derived from the fields in which four-year programmes are provided
- Shortened courses were introduced for acquisition of secondary education with an apprenticeship certificate for those who have already completed one such programme in a different field
- Shortened studies were introduced for acquisition of secondary education with “maturita” for those who have already completed one “maturita” programme in a different field

b) Inclusive education

Inclusive education is based on the organisation of mainstream schools that makes it possible to educate all pupils in line with their aptitudes and needs. It is in harmony with the concept of equal opportunities and offers appropriate support for all pupils during instruction regardless of their individual differences and with a view to developing fully their educational potential. The “National Action Plan for Inclusive Education” was prepared in 2009 and approved by the government of the CR in the early 2010. The objective of the plan is to increase the number of inclusive elements in the Czech education system, to counteract social exclusion of individuals and social groups and to contribute towards social cohesion of Czech society.

Measures were implemented to support **prevention of early school leaving** among pupils and students, and measures to facilitate the return of young people without qualifications into the education system so that they acquire at least some vocational qualification (a necessary synergy of education, social and employment policies). In 2009 the proportion of pupils who left the education system early was less than 6% in the CR (the EU objective is to reduce this proportion to below 10%).

Basic and secondary schools may organise, following a discussion on this matter with the organising body and the regional authority, courses for individuals without basic education in line with the Framework Education Programme for Basic Education. Upon successful completion of the course basic education is acquired.

## **8. Other Significant Reforms in the Priority Areas**

**What progress has the CR made in making reforms in the priority areas not directly addressed in questions 2 – 7?**

### Improving the quality and effectiveness of education and training

To continue work in this area:

- *Language studies: achieving a situation where citizens are able to communicate in other two languages in addition to their mother tongue; supporting language learning in vocational education and training and in adult learning; and making it possible for immigrants to learn the language of the host country.*

The Czech Republic is implementing the aforementioned measure primarily through the curricular documents. The requirements concerning language studies as set out in the Framework Education Programmes are derived from the “Common European Framework of Reference for Languages” and are in conformity with the European trends mentioned above – i.e. the ability to communicate in at least two foreign languages. According to the Framework Education Programme for Basic Education the first foreign language is a compulsory part of instruction from grade 3 and English is preferentially offered to pupils.

From 2009 basic schools have had the opportunity to draw resources from the ESF via the “EU Money for Schools” project. One of the activities funded as part of this project is foreign languages (individualisation, innovation and streamlining of instruction, a methodological course of language teachers, year-long language courses for language teachers in the CR and abroad). A similar project for secondary schools is in the making.

In order to support the integration of foreign nationals various development schemes are run each year that cover the teaching of Czech adjusted to the needs of these pupils. The schemes support, for example, the following:

- *Basic education of underage asylum seekers, people enjoying supplementary protection, applicants for international protection in the territory of the CR and children of foreign nationals in non-resident/non-citizen detention centres*
  - *Free-of-charge preparation of children of other EU nationals for entering basic education*
  - *Free-of-charge preparation of children of third country nationals for entering basic education – including the teaching of Czech adjusted to their needs.*
- *Professional development of teachers and trainers: focusing on the quality of initial education of teachers and support during the induction process, and on enhancing the quality of professional development opportunities for teachers, trainers and other educational staff (for example those involved in management or guidance activities).*

Qualified and highly motivated teachers are the most important component of the education of the young generation. It is therefore necessary to attract and retain them and to ensure their training and professional development of the highest possible quality. This may be achieved not only by increasing the attractiveness and prestige of the profession, but also by better remuneration. This is why the MoEYS seeks to increase the pay of (not only) new teachers. The demands for the competencies of people entering the labour market are intensifying, and this also applies to teachers. It is necessary to provide for a coherent system encompassing both high quality initial teacher training and systematic professional development thanks to which teachers may up-date the skills required in their profession.

It is clear from the statements of teacher training faculties that all of them have made changes to the study programmes as part of curricular reform and introduced new subjects into the structure of study plans. Moreover, they have innovated the existing syllabi and approached changes in the practical training of students. Last but not least, the faculties streamlined the course and content of state final examinations and presented a number of topics for Bachelor's and Master's diploma papers that concern curricular reform issues.

At present an individual national project (IPn) is being prepared as part of the Education for Competitiveness Operational Programme that will aim at developing a system for the continuing training of educational staff and their career system.

#### Supporting equity, social cohesion and active citizenship

To develop co-operation in these areas:

- *Pre-school education: supporting a generally equitable access; improving the quality of the education provided and the support for teachers.*

With a view to enhancing the quality of pre-school education the MoEYS backed up the requirement to introduce Bachelor level education for kindergarten teachers. Study

programmes for teachers in pre-school education are currently provided by several HEIs (e.g. South Bohemian University in České Budějovice, the Hradec Králové University and the Palacký University in Olomouc).

- *Students and pupils with special educational needs: supporting education accessible for all and an individual approach to education by means of well-timed assistance and co-ordinated services; integrating services into ordinary instruction and ensuring access to continuing education and training.*

See question 7: Transferability between education systems, b) Inclusive education

The objective of the MoEYS is a major shift in the focus of **higher education development from quantity to quality**, which should be apparent in the implementation of all main functions and roles of HEIs. One prerequisite for effective qualitative changes is diversification of higher (tertiary) education.<sup>3</sup> Therefore the MoEYS will no longer support a major increase in the number of HE students across the board.

The diversification of higher education in the CR will be boosted, above all, by changes in funding rules and the new Tertiary Education Act that is under development.

**The MoEYS' s objective is to bring student numbers in line with demographic development and labour market needs.**

The MoEYS will seek, by 2015, to maintain the proportion of first enrolments in tertiary education at some two thirds of the relevant age cohort (the current situation). Moreover, it will seek to ensure that the proportion of Bachelor graduates in the Czech tertiary education system who continue studying follow-up Master courses does not exceed 50%.

On the other hand, in the 2011-2015 period the MoEYS will pursue elimination of barriers to access to tertiary education: a law on student financial aid will be prepared; new mechanisms for financial assistance will be sought with a view to eliminating economic barriers faced by potential applicants from socially disadvantaged backgrounds, as well as

---

<sup>3</sup> The term "tertiary sector" is not yet defined in legislative terms in the Czech Republic. In general it covers education provided by public, private and state higher education institutions (providing HE in Bachelor's, Master's and Doctoral study programmes), tertiary professional schools (providing tertiary professional programmes or Bachelor's studies in co-operation with HEIs) and other institutions delivering education beyond upper secondary level (two-year studies at conservatoires following the "maturita" examination).

mechanisms motivating tertiary education institutions to attract and support such students. The MoEYS will seek to change the legislative status of a tertiary education student and to support the studies of students with sensory, locomotive and other disorders and students with special educational needs. Furthermore, the Ministry will seek to provide for systemic changes in the funding of these activities.

In 2010 the MoEYS submitted a proposal to the government of the CR to introduce a modern system of student financial aid that pursues the following objectives:

- Changing the concept and legislative definition of a “student in tertiary education” who should be defined as an “adult person” and an independent social unit (this presupposes elimination of the 26 years age limit for students in tertiary education and introduction of mechanisms against system abuses).
- Reinforcing considerably direct forms of financial aid targeted at students and alleviating the importance of indirect forms of support, particularly those that do not address the student’s economic situation during studies.
- Introducing non-returnable financial assistance for all students (i.e. regardless of the family social situation and at an increased level for disabled students), provided that they meet their study obligations (if they fail to do so, the non-returnable aid will be changed into a loan) – the working term for this is “basic study grant”.
- Introducing non-returnable financial aid for students in relation to the social situation of the original family or student household (a special regime for disabled students) – the working term is “supplementary study grant”.

Other steps planned by the MoEYS include:

- Tightening conditions for the establishment of new higher education institutions;
- Stabilising the overall number of newly funded studies at public HEIs and preparing conditions for a gradual decrease in the number of newly admitted students.

The systemic instruments the MoEYS can use to implement its education policies include, above all, individual national projects concerned with tertiary education, research, experimental development and innovation that are being implemented as part of the Education for Competitiveness Operational Programme funded from the European Social Fund.

## **9. *Proposals for the Priority Areas of the Subsequent Period***

As concerns the priorities for the subsequent period of European co-operation in education and training within the ET 2020 Strategic Framework the Czech Republic continues to believe that, by 2020, the main objective of this co-operation should be support for further development of education and training systems in Member Countries. This should encompass both the personal, social and professional self-actualisation of all citizens and the pursuit of sustainable economic prosperity and employability, democratic values, social cohesion, active citizenship and inter-cultural dialogue. The CR also retains its view that systems of education and training should be viewed as a whole – i.e. from the perspective of lifelong learning, and that they should encompass learning not only by all means (formal, non-formal and informal), but also at all levels.

The CR is also aware that, in the context of tackling the repercussions of the global economic crisis, it is necessary to respond to the new challenges Europe is facing – particularly with respect to reviving its economic growth and maintaining it in a form that would be based on education and skills, and also with respect to increasing employment in Europe and boosting its global competitiveness. The CR welcomes the fact that the Europe 2020 Strategy addresses these challenges and that two of the ET 2020 reference levels were adopted as its headline targets.

It is the view of the CR that this state of affairs provides for a comprehensible and clear framework for further European co-operation in education and training and also for implementation of the ET 2020 Strategic Framework. As concerns the closer links between the further progress of implementation at national level and the Europe 2020 Strategy and its major initiatives, the Czech Republic intends to proceed fully in line with the National Reform Programme. Its main reform targets (i.e. the CR's priorities) in education and training are described in chapter 1.

### **Which mid-term priority areas would the CR wish to cooperate on during the next cycle?**

As concerns the strategic aims of the ET 2020 Framework, the CR will support maintaining their current number (4). Nevertheless, we are open to discussion about reviewing the number and relevance of various mid-term priorities in view of the aforementioned challenges, priorities of ET 2020 and obligations resulting from the National Reform Programme. The CR proposes that attention should be paid primarily to the following mid-term priorities:

### **Strategic aim 1: Making lifelong learning and mobility a reality**

- Strengthening co-operation in the area of mobility support and elimination of obstacles to a broader involvement in mobility schemes
- Guidance and counselling
- Recognition and validation of outcomes of non-formal and informal learning
- Modernisation of tertiary education
- Adult learning as an integral part of the concept of lifelong learning

### **Strategic aim 2: Improving quality and efficiency of education and training**

- Support for teachers and managing staff at schools
- Improving the quality and relevance of vocational education and training
- Enhancing the quality of tertiary education

### **Strategic aim 3: Promoting equity, social cohesion and active citizenship**

- Effective reduction of the number of early school leavers
- Synergy between general and vocational education
- Media education
- Education for active citizenship

### **Strategic aim 4: Enhancing innovation and creativity, including entrepreneurship, at all levels of education and training**

- Building trustworthy and sustainable partnerships between educational institutions and employers
- Education for entrepreneurship, innovativeness and creativity
- Consumer and financial literacy