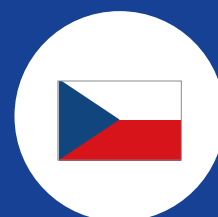


THE EUROPEAN SOCIAL FUND



Support to Education and Training: 2014-2018

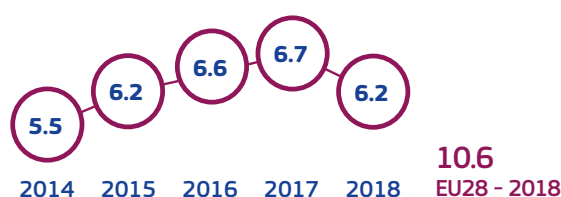
CZECHIA

SUMMARY

ESF Thematic Objective 10 funding is used to support education, training and vocational training for skills and lifelong learning. Over 1 billion euro has been allocated to such operations in Czechia, with 32 327 participations having taken place by the end of 2018. This factsheet summarises the main actions, outputs, results and lessons learned so far in the use of this funding in Czechia.

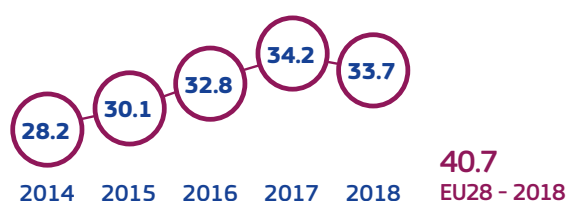
SOCIO-ECONOMIC CONTEXT AND CHALLENGES

Early school leaving (ESL) rate (%)



► Czechia **performs well in relation to early school leaving (ESL)**. The ESL rate was 6.2% in 2018, slightly higher than at the beginning of the programming period, but still far below the EU average (10.6%). However, there are wide regional disparities and a high proportion of early leavers among Roma pupils (57% in 2016 among Roma families)..

Tertiary educational attainment rate (%)
(30-34 year olds)



► **Socioeconomic inequalities and geographic disparities** are pronounced in education. While average performance in the OECD PISA test is above EU average, high shares of underachievers come from low socio-economic backgrounds and rural areas.

► The **tertiary educational attainment** rate has increased from 28.2% in 2014 to 33.7% in 2018 but it is still below the EU28 average. At the same time, almost 70% of the whole population achieved upper secondary and post-secondary non-tertiary education (levels 3 and 4), which is above the EU28 average.

► A **shortage of teachers** due to low attractiveness of the teaching profession, low salaries and limited career development, is impacting on the quality and inclusiveness of education.

Participation rate in education and training by adults
aged 25-64 (%) (last 4 weeks)



► **Adult participation** in education and training is below the EU28 average and has decreased from 9.6% in 2014 to 8.5% in 2018

EXPLANATORY NOTES

ESF European Social Fund

TO10 Thematic Objective 10

OP Operational Programme

IP Investment Priority

* Figures present the situation for ESF operations under Thematic Objective 10 and its four Investment Priorities (IPs) for the programming period 2014-2020 implemented up to the end of 2018, as reported on 1 October 2019. In many instances, operations are not yet complete at this stage, or have only recently started.

* As one person could participate more than once in ESF operations over time, the number of participations is reported. These figures exclude Technical Assistance.

* Where the breakdown of participants according to employment status, age, and level of education does not add up to 100%, it means that it was not possible to include characteristics of a number of participants in some OPs.

Support to Education and Training: 2014-2018

ESF PRIORITIES AND ACTIONS IN CZECHIA

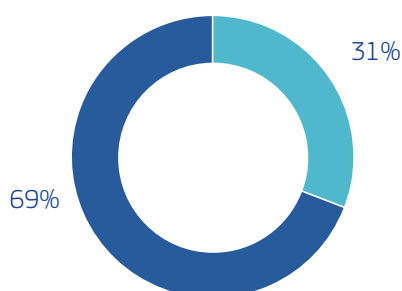
- ▶ There are **two** ESF Operational Programmes in Czechia which allocate funds to T010, **one** national and **one** regional OP.
- ▶ The **national OP Research, Development and Education** has the following goals:
 - ▶ Improving access to quality education and training by improving education management in schools and providing support to newcomers in the teaching profession to adapt to new challenges;
 - ▶ Improving the relevance of education & training systems by helping to upgrade vocational training make it more relevant to the needs of companies (collaboration with associations of employers has intensified).
- ▶ The **OP Prague Growth Pole** has the following priorities:
 - ▶ Developing conditions for inclusive education by implementing the principles of multicultural education in schools and increasing the competences of educational staff to support it.

31% of total ESF funding¹...

€1 322 265 165

...is allocated to the following T010 investment priorities: **early school leaving (69%)** and **access to quality tertiary and equivalent education (31%)**.

Allocation of ESF T010 funds



○ Reducing and preventing early school leaving - IP10.i

○ Improving quality and access to tertiary education - IP10.ii

STATE OF PLAY

63% of planned resources under T010 had been allocated in 2018, with 17% spent.

Number of overall participations in T010 operations by the end of 2018:

32 327

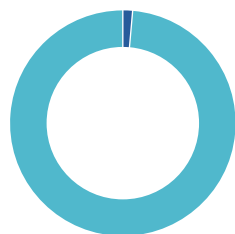
▶ **29 916** participations in operations to reduce and prevent early school leaving

▶ **2 411** participations in operations to improve the access to, and quality of, tertiary and equivalent education

¹ This includes EU-only funding and co-financing from the Member State.

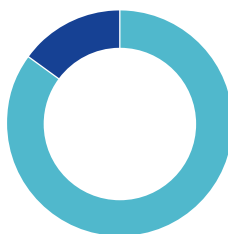
PARTICIPANT PROFILES WHEN RECEIVING SUPPORT

Employment status



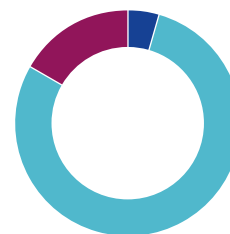
0% (9) Unemployed
1.6% (500) Inactive²
98.4% (31,806) Employed

Sex

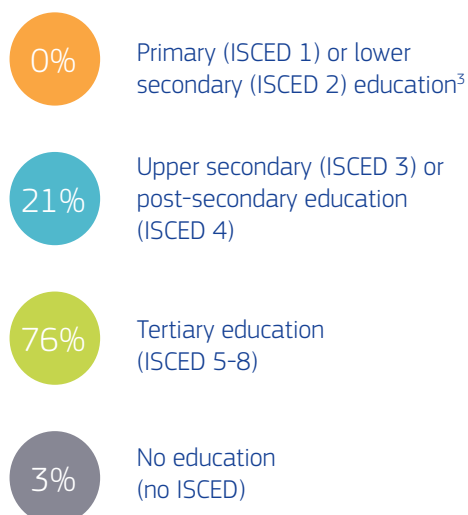
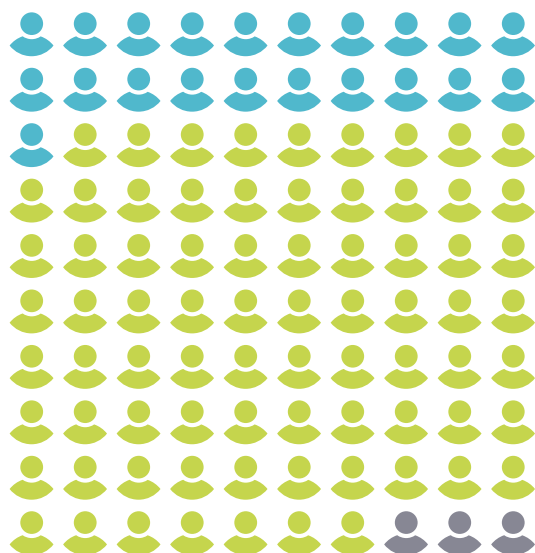


85% Women
15% Men

Age



4.7% (1,498) <25 years
78.7% (25,452) 25-54 years
16.6% (5,365) >54 years



75
Migrants

22
Other disadvantaged

76
Participants with disabilities

1
Homeless

Key achievements to date of ESF T010 activities in Czechia include⁴:

- ▶ **354** successful results have been achieved to date following participation in an activity funded by ESF T010, of which:
- ▶ **135** participants went into education or training
- ▶ **202** participants gained a qualification
- ▶ **17** participants moved into employment upon leaving

- ▶ The OP Research, Development and Education recorded a fairly good level of achievement of targets set in relation to:
 - ▶ number of employees in education who apply newly acquired knowledge and skills in practice (103% of target);
 - ▶ number of organisations affected by systemic intervention (128% of target);
 - ▶ number of new or upgraded research programs accredited for foreign language teaching (74% of target);
 - ▶ total number of participants in System Projects (76% of target).
- ▶ The OP Prague is characterised by a fairly good level of achievement of targets set in relation to:
 - ▶ number of new childcare facilities under three years (7 achieved vs 3 planned);
 - ▶ number of persons using childcare facilities up to three years (>100%);
 - ▶ number of organisations in which inclusiveness increased (89%);
 - ▶ number of people using pre-school childcare facilities and capacity of supported childcare or educational establishments (74%).

² The inactive population can include pre-school children, school children, students, pensioners and housewives or -men, for example, provided that they are not working and not available or looking for work.

³ ISCED is the UN reference classification for organising education programmes and related qualifications by education levels and fields.

⁴ Participants' data are collected when starting an operation. Data on results are collected at the end of an operation or even later. Because of this time lag the two sets of data (participations and results) should not be directly compared.

LESSONS LEARNED SO FAR

► Enhanced technical and pedagogical capacity in schools

A critical mass of ESF operations has helped to increase the technical and pedagogical capacities in schools. Equally, the use of template menus of eligible pre-defined activities to be supported, which schools can select in their ESF applications for funding, reduced the burden of preparing a complex application.

► LAPs and RAPs: opportunities for knowledge sharing

Local Action Plans (LAPs) and Regional Action Plans (RAPs) were introduced to promote joint planning and sharing of activities in improving the quality of education, especially in underperforming schools. These plans enable local stakeholders to widen their knowledge by sharing experience, and to make strategic decisions on education. This type of exchange was previously missing in Czechia's very decentralised educational system.

► Participation of local stakeholders

The participation of key local stakeholders (municipalities, regions, school managements, teachers, parents) is one of the most important success factors of the joint action plans. The exchange of ideas among stakeholders (e.g. teachers and directors of schools) has helped to find solutions to common problems and to improve the quality and inclusiveness of education.

► Use of standard costs

The use of standard costs, introduced at national level, simplified the application process for applicants and made it more accessible to stakeholders less familiar with ESF procedures.

► Volume effects

The size of ESF funding made it possible to implement operations that would otherwise not have been possible or not on such a scale. The main example is the assistance for inclusive education, which was a politically sensitive topic.

► Relevance of operations

ESF T010 operations have addressed target groups' needs, for example in increasing preschools' pedagogical capacity. There is an ongoing need to improve technical and digital skills amongst target groups, and to improve lifelong learning and vocational education and training opportunities.

PROJECT EXAMPLES

► Local action plans (LAPs) and Regional action plans (RAPs)

Czechia's decentralised education system has led to vast differences among schools. ESF T010 calls for proposals to develop and support LAPs and RAPs have helped to finance a wide range of activities and hence to select the combination of interventions most appropriate to respond to local needs.

► Templates for kindergartens and primary schools

Preparing an application for ESF funding is a substantial administrative task for some schools. In response, the Managing Authority prepared a call for proposals which allowed schools to pick standardised support packages from a menu (e.g. support of school assistants, special educators, psychologists, social educators, nurseries, career counsellors).

► Combat exclusion of talented and problematic pupils (OP Prague)

The OP Prague helped to develop conditions for inclusive education by increasing staff training and implementing the principles of multicultural education at schools.

ADDITIONAL INFORMATION

Evaluation of implementation of the OP Research, Development and Education. 2020 report: <https://opvvv.msmt.cz/download/file4708.pdf>; 2019 report: <https://opvvv.msmt.cz/download/file3932.pdf>

European Commission, Study supporting the evaluation of ESF support to education and training (Thematic Objective 10)

The ESF in Czechia: <https://ec.europa.eu/esf/main.jsp?catId=374&langId=en>

Website of the ESF in Czechia: <https://www.esfcr.cz/>

