



Peer Review Extended II

Guideline for description of Quality Assurance systems in the partner countries and Experience with Peer Review

Name/Institution/Country:

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I. Part 1: Information on quality assurance on VET Provider level in VET in your country

Shortly describe the quality assurance schemes in place in your country. If possible, differentiate between initial and continuing VET. Answer as much as possible. Make sure you describe at least the VET sector where you want to apply Peer Review.

The following topics should be dealt with, if relevant:

CQAF – Common Quality Assurance Framework

Has the CQAF been implemented in your country. If yes, how and where? Which methodologies are used, which areas are covered: system/VET provider; initial VET, continuing VET etc.?

Self-evaluation / Self-assessment

Is there a policy on self-evaluation/self-assessment of VET Providers in your country? If yes, what are the provisions? Is self-evaluation voluntary or mandatory? Does self-evaluation / self-assessment have to follow certain requirements and guidelines? etc.

External evaluation and monitoring

What types of activities are carried out to ensure accountability and quality control of VET provision in your country? Do you have regular inspections (by whom, how, how often?) or other forms of auditing by public authorities? Are external evaluations carried out (by whom, what are the topics, on a regular basis?)? Or does your country

rely on accreditation schemes (how do they work, who is involved, what are the requirements?)

Is statistical data on the performance of VET Providers collected (by whom, what are intervals, what kind of data?)

Improvement

How do the different activities described above support the improvement of VET provision in your country? Is improvement measured and if yes, how?

I. 1 Initial VET

CQAF – was translated in Czech language. At the current stage, the CQAF system has not been implemented in Czech Republic, but VET-schools have to daily use quality principles based on the quality Deming's circle PDCA.

Quality Assurance

According to Education Act (no. 561/2004) from 2005 the initial VET provide two types of schools: secondary technical school (střední odborná škola – SOŠ - ISCED 3A) and secondary vocational school (střední odborné učiliště – SOU - ISCED 3C).

Internal evaluation is carried out by educational institutions at all levels including the tertiary level and also by specialized sectoral institutions and authorities including the Ministry of Education, Youth and Sports itself. Managers of these institutions are responsible for internal evaluation.

External evaluation is carried out by both public administration and the pedagogical sphere.

Under the Education Act, the Czech School Inspectorate (ČŠI) carries out external evaluation of schools at all levels (without tertiary level) and of school facilities. The governing body of a school or school facility can also carry out an evaluation according to criteria published in advance.

The evaluation system (its instruments and approaches) has to be adapted to the decentralization of the Czech education system and to the increased autonomy of institutions, and individual evaluation activities have to be interconnected. This will be a long-term process. Even those evaluation activities which have been already anchored in the new Education Act are to be implemented gradually.

The evaluation of schools and school facilities complies with the Education Act and respective decrees.

The Education Act determines both the internal (self) and external evaluation of schools and school facilities and the evaluation of the educational system. Under the act, the Ministry of Education, regional authorities and the Czech School Inspectorate are obliged to prepare annual reports on the educational system; heads of secondary technical school and secondary vocational school have to prepare annual reports on school activities.

A decree stipulates the structure and content of an annual report on the state and development of the educational system in the regions, of an annual report on school activities, and also the structure and criteria of school self-evaluation. There are

specified deadlines for presenting all three documents. (The same decree also sets the requirements of long-term development objectives for education and the education system at national and regional levels, as long-term objectives and annual reports are closely connected.)

Another decree specifies detailed conditions for the organisation of the Czech School Inspectorate and carrying out inspection activities.

Self-evaluation/ Internal Evaluation

Leading officials of schools (school head) are responsible for internal evaluation. They participate in preparing and presenting an annual report. No special training or qualification is needed to execute this function.

The annual report on the activity of school is prepared for the period of the preceding school year, except for the basic information on school economy, and it is submitted to the school board (školská rada) for approval before 15 October. After its approval by the school board, the school head sends the annual report to the school organising body within 14 days and he/she must make it available in an accessible place at the school.

The annual report on the activity of school always contains:

- basic information about the school (for example, its name, location, school characterization, responsible body, information on the school management, address for remote access, information on the school board);
- overview of the educational fields of study which are taught at school and which are included in the Register of Schools and School Facilities;
- overview of the school staff;
- information on enrolment procedures or registration for compulsory school attendance and subsequent admission to school;
- information on the educational results of pupils pursuant to the goals specified by the school educational programmes and level of education provided, including the results of Final examination in apprenticeship fields of study - ISCED 3C (závěrečná zkouška), maturita - final examination in ISCED 3A (maturitní zkouška) and absolutorium examinations;
- information on further education of teaching staff;
- information on activities and presentation of school in the public;
- information on results of any inspection carried out by the Czech School Inspectorate;
- basic information on school economy.

The starting point for preparation a school annual report is its own internal evaluation, which is required by the Education Act. A framework structure, criteria, rules and deadlines of the evaluation are specified by a decree. Internal evaluation of schools is always focused on:

- the school's goals;
- analysis of the way in which the school fulfils its goals;

- areas in which school achieves good results, and areas in which it is necessary to improve the quality of education, including proposals for appropriate measures to be taken;
- efficiency of the chosen measures.

The principal areas of the internal evaluation of schools always include:

- conditions for education;
- course of education;
- school support of pupils and students, cooperation with parents, influence of mutual relationships among school, pupils, parents and other persons on education;
- educational results of pupils and students;
- school management, the quality of human resources work, the quality of in-service training of educational staff;
- results of school work, especially with respect to the conditions of education and economic resources.

A school's internal evaluation is processed for a period of one or two school years. The school head discusses the proposal for structure of the evaluation with the Pedagogical Council at the latest by the end of September of the school year in which the evaluation of school is to be carried out. The evaluation of the school must be discussed at a staff meeting by October 31 of the subsequent school year.

Further activities in self-evaluation = Introduction of the System of Self-Evaluation – SELF-EVALUATION I and II project (2008-2014)

Pursuant to the Education Act and Article 9, par. 1 of Decree no. 15/2005, each school is obliged to carry out self-evaluation at least once in two years from 1.1. 2005.

The Long-Term Plan for Education and the Development of the Education System of the Czech Republic (2007) envisages preparation of support materials to assist schools in implementing self-evaluation (evaluation at school level, evaluation of teachers, curricula, etc.), and in identifying ways of using the information obtained for the benefit of the school, pupils and their parents. In line with the Long-Term Plan it is necessary to define the link between self-evaluation and external evaluation carried out, above all, by the Czech School Inspectorate or the founding entity.

These requirements set out in the Long-Term Plan will be fulfilled by the projects Self-Evaluation I and II (coo financed by European Social Fund and Ministry of Education, Youth and Sports) which emphasize the development of and support for self-evaluation culture in schools as a means of promoting school development and improving the overall school climate. The project will effectively increase the level of responsibility, initiative and creativity on the part of schools. Schools will be able, based on the information obtained and on self-reflection, to make a critical assessment of their existing school management strategies and will seek to develop such strategies that will result in improved school development. This is a project whereby a systemic change will be implemented.

While following upon what has been done in this area so far, the projects Self-Evaluation I and II, will verify and pilot self-evaluation methods, forms, techniques

and instruments, identify knowledge and good practices that can be used by other schools, support experience sharing among schools and develop a system for the training of teachers in self-evaluation.

Global objective of the projects SELF-EVALUATION I and II:

To support self-evaluation processes in schools as an effective means of improving the quality of initial education.

Specific objectives of the projects SELF-EVALUATION I and II:

To map and assess existing self-evaluation processes (including the legislative framework); to propose, test and then modify:

- a) self-evaluation methods and procedures
- b) support systems for schools
- c) a system of the training of school staff

These objectives will be fulfilled with the contribution of the following partial objectives of the project:

a) to map and assess existing self-evaluation processes and identify various self-evaluation concepts

- to unify the terminology used in the CR in the area of evaluation and school quality management
- to identify the starting conditions for the development of self-evaluation culture; to propose and carry out pilot testing of self-evaluation instruments and methods

b) to develop

- a database of good practices (Czech and foreign) in the area of self-evaluation
- a database of verified self-evaluation methods and instruments
- a network of co-operating schools

c) to develop specific proposals for a systemic organisation of evaluation processes in Czech education (i.e. to establish appropriate links between self-evaluation and external evaluation, including proposals for legislation, and to propose meta-evaluation principles)

d) to propose and verify conditions, as regards content and organisation, for the training of parties involved in school development and for their competent decision-making

In addition to improving self-evaluation procedures at schools, all project activities will result in strengthening and consolidating the theoretical and methodological platform for self-evaluation in the Czech Republic.

External Evaluation

The rules for external evaluation of schools and schools facilities are stipulated by the Education Act. Evaluation of schools and school facilities is systematically carried out by the Czech School Inspectorate (ČŠI). The register of educational facilities can

also serve as an instrument for external evaluation (the public register of schools, school facilities and school legal entities) considering that the prerequisite for including institution in the register is among others the institution's material and personal assessment (see Administration of initial VET schools).

The Czech School Inspectorate (ČŠI) established by the Act in 1991 is an administrative authority with the national competence. It is an organisational unit of the state and a unit of account.

The Czech School Inspectorate has its headquarters in Prague and 14 School Inspectorates, which have their seats in regional cities. It is headed by the Chief School Inspector appointed by the Minister of Education, and other inspectors are appointed by the Chief School Inspector. The activities of individual inspectors are not limited by the territory in which their inspectorate is located; when making up inspection teams inspectors can be included in a team of another inspectorate according to their qualification or competence for a given type of school.

The Czech School Inspectorate elaborates conceptual plans of inspection activities and methods of evaluation of the educational system. It carries out inspections of all types of schools and school facilities registered in the Register of Schools and Schools Facilities, regardless of their organising body. Within these inspection activities at schools it:

- collects and analyses information on education of children, pupils and students, on the activities of schools and school facilities registered in the School Register, monitors and assesses effectiveness of the educational system,
- identifies and assesses the conditions, process and outcomes of education according to respective school educational programmes,
- identifies and assesses the content of the school educational programme and its compliance with legislation and the framework educational programme,
- checks adherence to legislation, related to providing education and school services, carrying out the state control in compliance with a special regulation,
- executes public administrative control of the use of state funds.

The ČŠI carries out inspection activities on the basis of a plan of main objectives stipulated for a school year, which is approved by the Minister of Education, Youth and Schools. For the number of inspections per year see ČŠI's Statistics. In addition, inspection activities are carried out in response to initiatives, complaints and petitions which come under the ČŠI's sphere of competence. In the case of inspection activity carried out on the basis of a complaint, the ČŠI investigates individual claims stated in any complaint that lies within its competence. The results of investigation are handed over to the school's responsible body for further action. This body informs the ČŠI on how the complaint is processed and on possible measures.

While assessing conditions, process and outcomes of education, the ČŠI bases its work on principles and objectives stipulated by the Education Act and other legislation valid for the field of education. The fundamental criterion of assessment is the effectiveness of the support of the personal development of children, pupils and students, and the achieving of educational goals on the part of schools and school facilities. The ČŠI submits assessment criteria to the Ministry of Education for approval and these are then published by the Ministry of Education.

The inspection process has several phases: a preparatory phase, a direct school phase of inspection process and processing its outputs. The period of school and school facilities visits at present is 3 years, but in case deficiencies are ascertained a follow-up phase may be carried out in a shorter time interval.

The preparatory phase:

The Chief School Inspector or a person authorized by them decides the term, form and personnel provision of an inspection activity. The team leader requests the background documentation from the school head and visits the school. He or she can deliver and explain the pre-inspection questionnaire to the school head or head of school facility, submit the questionnaire for parents and pupils, and set the means and date of their delivery. One of the documents for the ČŠI assessment is an annual report on the school activities, prepared by a school as part of its internal evaluation.

The team leader may obtain further information on the school from the relevant body of the state administration, organising body and school board.

The team leader acquaints all team members with the planned procedure, with all the gathered documents and an analysis of them. He or she advises the school head of the precise term and expected completion of the inspection, acquaints the head with the subject of inspection activity, with the list of documents of the school or school facility which will be inspected, together with requirements for the inspectors' activity.

The direct school phase:

As a rule, a proper inspection includes study of documents, interviews with a school head, group and individual interviews with other school staff, interviews with pupils and parents, examination of the premises, a study of pupils' work, participation in observations carried out by the school head (deputy head, chairperson of the subject commission) and their evaluation, participation in meetings of the educational council, subject commissions, and school board etc. The school head or a school employee charged by them, and an accredited deputy of the responsible body are entitled to be present at execution of inspection activities in school.

The data processing:

In the final stage of the inspection, the inspection team present the result of the inspection to the school head. The results of findings and evaluations are recorded as an inspection report (inspekční zpráva) and the level of accordance with legal rules as a record (protokol).

The inspection report contains an assessment of conditions, process and outcomes of education, first names, surnames and signatures of school inspectors, controllers and persons interviewed. School inspectors and controllers discuss the content of the inspection report with the head of school or school facility, who signs to confirm that the report has been discussed and accepted. The school head can submit comments on the inspection report to the ČŠI within 14 days after its acceptance. The comments then become part of the report. The following rating scale is set for the evaluation of quality of education:

Best practice example - Standard - State of emergency

The outcomes of inspection activity are

- the inspection report on the identification and assessment of conditions, the process and outcomes of education for the school educational programmes, and the identification and assessment of the content of the school educational programme and its compliance with legislation and the framework educational programme,
- the record according to a special regulation of state control and public administrative control of the use of funding,
- a thematic report analysing information on the education of children, pupils and students, on the activities of schools and school facilities, while evaluating the effectiveness of the education system (see ČŠI's Statistics),
- the annual report of the Czech School Inspectorate (see ČŠI's Statistics).

After finalising the inspection report, the ČŠI Headquarters can send a questionnaire to the school heads in order to identify their opinion of the organisation, course and contribution of the inspection work and to receive feedback on the work of the inspection in the school.

The record of a control must include the object of the control, a list of background documents or materials documenting instances in which rules are broken, and descriptions of any infringements.

The statement is sent to the school head and to the responsible body of the school (in the case of secondary technical school and secondary vocational school a regional authority, the Ministry of Education, or possibly private or church bodies).

Inspection reports are available to the public, in the school or school facility, on the Internet, at the school's responsible body and at the relevant inspectorate body (depending on the area) for the period of ten years.

The school head, the regional authority and the organising body take measures to follow up the results of the school inspection and inquiries. If it is ascertained that the school or school facility concerned failed to act or gross deficiencies are ascertained in school or school facility activities, the Chief School Inspector may submit to the body maintaining the Register of Educational Facilities a proposal for the removal of the school or the field of education concerned from the Register of School and School Facilities. Where measures were not taken or completed by the deadline set, the ČŠI can fine the person responsible for adopting or fulfilling these measures.

Administration of initial VET schools

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

Institutions constituting the school system are recorded in the School Register, which is a public list composed of two parts: the Register of Schools and School Facilities

and the Register of School Legal Entities. The latter records only institutions that have adopted this new legal form for providing education (mainly denominational schools) and has a similar function as the trade register for business companies, e.g. a constitutional significance. The Register of Schools and School Facilities records all other institutions.

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

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

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

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

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

Czech School Inspectorate Statistics (ČŠI's Statistics)

	2003/2004	2004/2005	2005/2006	2006/2007
Number of inspectors*	303	306	279	-
Number of evaluated schools and school facilities***	2563	2116	2072	8557
Number of inspections in it:	2394	2046	2072	8557
Kindergartens (preprimary schools - mateřské školy)	938	825	482	1563
Basic schools (základní školy)	763	715	837	2058
Secondary schools (grammar schools, secondary technical schools, secondary vocational schools)	426	325	637	751
Conservatoires**	2	4	5	4
Basic art schools (Základní umělecké školy)	77	99	4	236
Tertiary Technical schools (Vyšší odborné školy)	21	21	7	54
Schools providing education to pupils with special educational needs	-	-	14	101
School facilities***	-	-	86	3947
Percentage of evaluated schools	18.1	18.7	11.9	-
Budget of CSI in thousands CZK**	272 258	278 393	284 875	-

*full time equivalent

**modified to 31.12.

***Until 2004/2005 the school facilities were registered separately.

Source: Czech School Inspectorate

I.2 Continuing VET

Publicly promoted CVET for all

The education of adults in schools (public and private) leading to the acquisition of a qualification (level of education) is, in legal terms, considered to be not continuing, but initial education. In addition to initial education schools may also provide continuing education and training (další vzdělávání) and - lifelong learning (celoživotní vzdělávání).

As continuing education and training in secondary vocational schools (střední odborná učiliště – SOU), secondary technical schools (střední odborné školy – SOŠ) and in tertiary technical schools (vyšší odborné školy – VOŠ) and lifelong learning in higher education institutions (vysoké školy – VŠ) are provided in the relevant institution's facilities the operations of which are covered from public resources, it may also be included in publicly promoted education, although it is mostly provided for a payment.

- SOU, SOŠ and VOŠ may provide specialist courses, courses in various subjects or subject areas, and “post-maturita” specialisation courses aimed at delivering general and vocational knowledge and skills necessary for a particular occupation. The courses may be provided for a payment. The courses do not lead to the acquisition of a secondary or tertiary professional qualification (level of education). The certificate of completion of the relevant course is awarded.
- VŠ may provide lifelong learning for free or for a payment. They may be studied for professional reasons or just as part of leisure. The programmes do not lead to the

acquisition of a tertiary qualification – graduates obtain a certificate of completion of the relevant lifelong learning programme. Detailed requirements are set by internal regulations of each VŠ. In the framework of lifelong learning VŠ may also offer accredited study programmes identical to those offered in a full-time or combined form of study. Some VŠ make it possible for learners of these programmes to transfer to regular programmes and achieve a tertiary qualification. For this purpose VŠ may recognise up to 60% of the credits gained in a lifelong learning programme. Some VŠ also offer educational programmes in the frame of so-called Third Age University (Universita třetího věku) which are designed for all, particularly retired persons.

Vocational education and training is supported by public grant schemes initiated at national, regional and local levels.

- At national level, schemes promoting computer literacy are currently being supported. In 2003 Ministry of Informatics (Ministerstvo informatiky – MI) launched the implementation of National Programme for ICT Literacy (Národní program počítačové gramotnosti – NPPG). Its objective is to facilitate the acquisition of basic computer and Internet skills particularly by elderly people and disadvantaged citizens. In 2005 two sub-programmes were designed. One is focused primarily on disabled citizens (“Handicap” – “Handicap”), the other one aims to teach citizens how to work with the public administration portal – i.e. to search for information in laws, resolve various life situations with the assistance of the Internet, to communicate with administrative bodies via e-signature and e-filing room, to file tax returns via the Internet, etc. (“Citizen, Civil Servant and Public Administration Portal” – „Občan, úředník a portál veřejné správy“). The courses are provided for a subsidised price (the subsidy makes up some 80% of the price and 20% is covered by the participant). According to the MI data most participants are older than 40 years. Course providers are selected based on a bidding process. Emphasis is placed on quality, regional accessibility of the learning points and availability of the courses in afternoons and evenings throughout the year.
- Support for CVET at regional and local levels depends on the initiative of the relevant regional and local authorities, their financial situation and priorities. Support is usually given to culture and training centres, libraries and museums. The support takes various forms – not only finance, but also non-commercial lease of buildings, rooms or equipment for implementation of training activities.

The quality of CVET is guaranteed by the state in the case of accredited courses. Their quality is assessed by the Ministry of Education, Youth and Sports during accreditation proceedings. If certain shortcomings are discovered, accreditation is not granted. The quality of the actual provision is not evaluated on a continuous basis – it is the subject of re-accreditation (accreditation is only awarded for a limited period of time). Accreditation is mandatory in the case of courses covered from public resources.

Evaluation of the quality of non-accredited courses is the responsibility of the providers and users – there are no quality standards and the quality is not assessed by any particular body or institution. The market is believed to be the decisive force, but as there is only a limited regional market, the quality differs widely and it is not always appropriate.

Training for unemployed people and others at risk of exclusion in the labour market

Unemployed individuals registered at labour offices and others at risk of exclusion from the labour market are potential candidates for retraining. The responsibility for retraining is borne by the Ministry of Labour and Social Affairs (Ministerstvo práce a sociálních věcí – MPSV). The provision of retraining is regulated by the law on employment no. 435/2004 and the related decree no. 519/2004 on the retraining of job seekers, job applicants and employees. Labour offices pay special attention to those groups of unemployed people facing difficulties to find a job (mainly school graduates, women re-entering the labour market, the long-term unemployed with low qualifications).

The quality of retraining is not fostered by any single legal regulation, nor are there quality standards for this type of training. The responsibility for the training is borne by the provider. Labour offices select retraining facilities based on references and previous experience with them.

To an extent, the quality of retraining is guaranteed by the state. Each facility that provides retraining must be fully accredited by the Ministry of Education, Youth and Sports (Ministerstvo školství, mládeže a tělovýchovy – MŠMT). Accreditation is issued for 3 years. The application must contain information about the appropriate human, material and technical resources for each programme. The application for accreditation also contains the ways in which the knowledge and skills acquired will be tested so that the graduate may receive a certificate of the retraining completed (Osvědčení o rekvalifikaci).

The ways of evaluating the quality of education provided by schools, which often includes adult education and retraining, are detailed presented in part I.1.

I.3 Documentation

Attach any relevant documentation (preferably in English, if possible)

List documents attached:

Czech School Inspectorate (www.csicr.cz)

Ministry of Education, Youth and Sports (www.msmt.cz)

Act on preschool, primary, secondary, tertiary professional and other education (no. 561/2004 - Education act)

Introduction of the System of Self-Evaluation – SELF-EVALUATION I and II project

The Education System in the Czech Republic 2006/07 - Eurybase The Information Database on Education Systems in Europe (see www.eurydice.org)

Continuing vocational education and training, Detailed analyses, April 2006 (see http://www.refernet.cz/dokumenty/continuing_education.pdf)