

# **CZECH REPUBLIC**

## **Summary**

**Country Report on the Vocational Education and  
Training system, REFERNET Cedefop**

**and**

**Summary report on Vocational Education and  
Training (VET) for learners with Special  
Educational Needs (SEN)**



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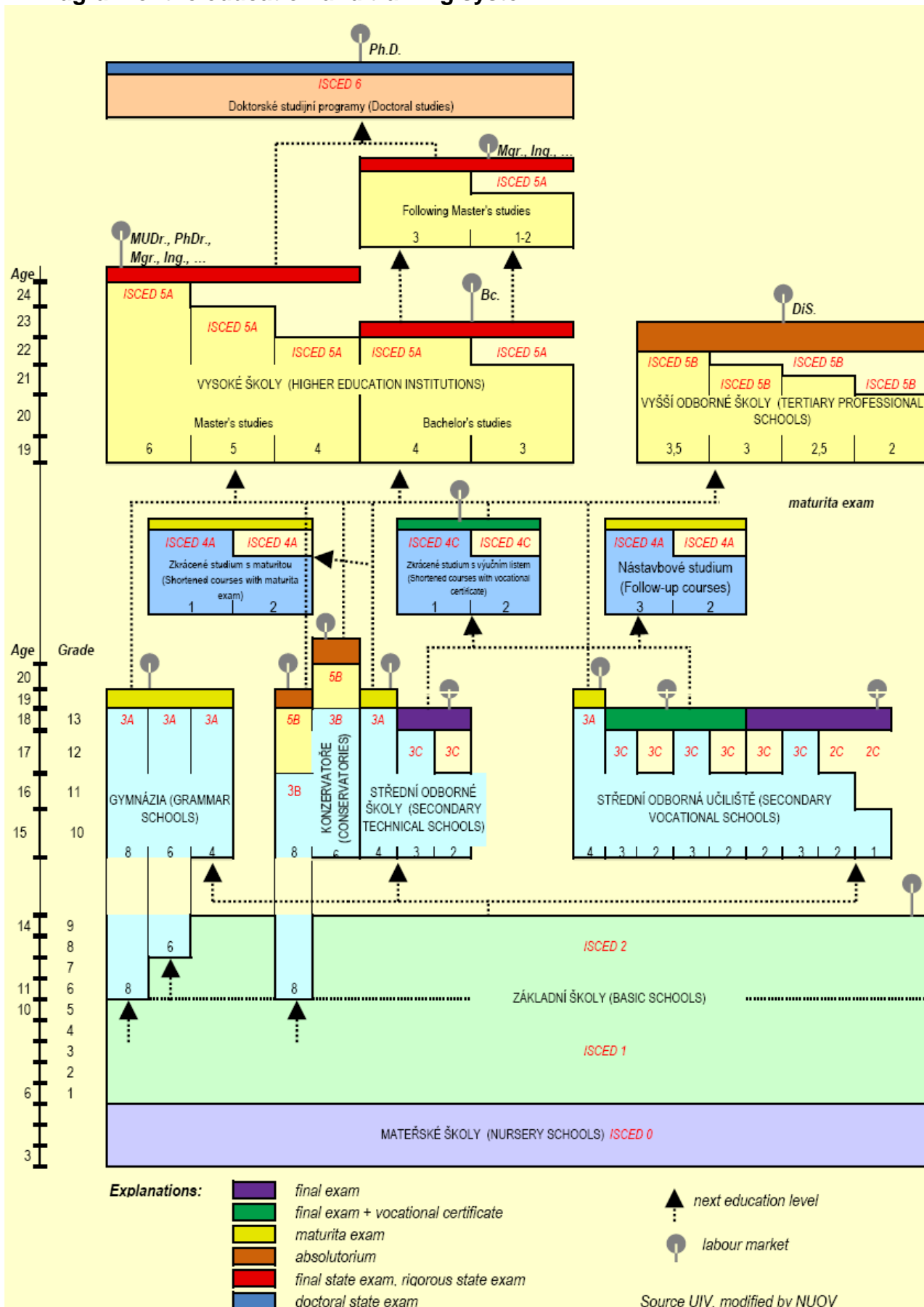


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# 1 VOCATIONAL EDUCATION AND TRAINING SYSTEM

## 1.1 Diagram of the education and training system





## 1.2 Definitions

**Initial vocational education and training (*POČÁTEČNÍ ODBORNÉ VZDĚLÁVÁNÍ*);** general and vocational education carried out in the initial education system, usually before entering working life.

**Vocational education (*ODBORNÉ VZDĚLÁVÁNÍ*);** education which aims to equip people with knowledge, skills and competences that can be used on the labour market (distinction between vocational education and technical education is drawn by length of courses).

**Technical education (*ODBORNÉ VZDĚLÁVÁNÍ*);** education which aims to equip people with knowledge, skills and competences that can be used both on the labour market and in tertiary education (distinction between vocational education and technical education is drawn by length of courses).

**Apprenticeship training** as specified in a definition used in the European Union does not exist in the Czech Republic.

**Tertiary education (*TERCIÁRNÍ VZDĚLÁVÁNÍ*);** umbrella term for education provided by tertiary technical schools (*vyšší odborné školy*) and higher education institutions (*vysoké školy, univerzity*).

**Post-secondary non-tertiary education (*POSTSEKUNDÁRNÍ NETERCIÁRNÍ VZDĚLÁVÁNÍ*);** these programmes straddle the boundary between upper secondary and tertiary education, they serve to broaden the knowledge of upper secondary education graduates and are designed to prepare students for studies at the first stage of tertiary education or for direct labour market entry, they do not lead to a tertiary qualification.

**Programmes for pupils with special educational needs** Special education combines special pedagogical approaches with modified methods used in mainstream schooling. Special pedagogical approaches aim at strengthening the personal development of the pupils and at acquiring specific skills and competencies that the pupils need for a successful integration into society and employment. The secondary and tertiary professional education of pupils with physical disabilities may be extended by two years.

## 1.3 Objectives and priorities of the national policy development areas of VET

**Organization and governance** of the education system is determined by an extremely fast demographic drop and the resulting need to reduce the number of schools. So far, the current problems are mostly solved by merging schools and sometimes by closing schools.

To develop an integrative education system which takes account of children with special learning needs, socially disadvantaged children and gifted children. Mainstream schools are beginning to co-operate closely with special schools which are gradually being transformed into methodological centres. Measures and schemes are being implemented to support the education of Roma and immigrants and to eliminate pathological disorders.

**Guidance and counselling.** Aim is to expand the school based services by integrating the present pedagogical-psychological counselling and career, guidance services. Counselling standards have already been adopted for the purpose of quality assurance. A system for the provision of information about the situation of school leavers in the labour market is being developed to serve the needs of career guidance.

Develop a professional standard for the **teaching** profession. The standard should serve as a support for the self-evaluation, evaluation, career development and remuneration of teachers.



**Curricular reform** focus on the development of key competencies and by contacts among schools and the labour market. This is reflected in a two-level development of curricula, where national curricula (*rámčové vzdělávací programy*) will be binding nationwide for a specific level and field of education, school-based curricula (*školní vzdělávací programy*) will allow schools to shape their distinct profiles, and to meet the needs of students and regional labour markets.

A coherent system of **monitoring and evaluation** of schools will be developed with the use of external evaluation and the introduction of a system for quality care based on self-evaluation and student assessment.

#### 1.4 Institutional and legislative framework for IVET

**National Level:** Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy – MŠMT*).

**Regional level:** self-governing bodies – regional assembly (*zastupitelstvo kraje*) which has decision making powers, is obliged to form a commission for education and employment, and regional council (*rada kraje*) that is elected by the assembly and holds executive powers.

**Local level:** as schools' autonomy has been extended, school directors hold significant powers. A school council as a consultative body is established at schools.

#### Policies:

**School Act** (*Zákon o předškolním, základním, středním, vyšším odborném a jiném vzdělávání – "Školský zákon"*). It stipulates the conditions under which education takes place in schools and school facilities, defines the rights of individuals and legal entities in education, and establishes the responsibilities of bodies executing state administration and self-administration in education.

**Act on the establishment of higher-level administrative units (regions)** (*Zákon o vytvoření vyšších územních samosprávných celků*) This law has delegated some key responsibilities in the IVET area to regional bodies.

**Act on pedagogical staff** (*Zákon o pedagogických pracovnících*)

#### 1.5 Types of teacher and trainer occupations in VET

MAIN TYPES OF EDUCATORS	CZECH EQUIVALENT	PROVIDER OF VET	ROLES IN THE VET SYSTEM
IVET TEACHERS	<i>učitelé odborných předmětů, učitelé odborného výcviku, učitelé odborné praxe</i>	VET schools (ISCED 3, 4, 5)	<ul style="list-style-type: none"> <li>• curriculum development</li> <li>• teaching, training</li> <li>• methodical activities</li> <li>• assessment</li> <li>• consulting</li> <li>• administration</li> <li>• operative activities</li> <li>• partnership and involving into public life</li> <li>• self-development</li> </ul>
IVET TRAINERS	<i>Instruktoři</i>	schools in cooperation with companies (ISCED 3)	<ul style="list-style-type: none"> <li>• teaching, training</li> <li>• methodical activities</li> <li>• assessment</li> <li>• administration</li> </ul>



## **1.6 Systems and mechanisms for the anticipation of skill needs**

Future skill needs of the labour market are being defined, based on several methodological approaches developed and applied by different institutions as part of projects contracted mostly by the Ministry of Labour and Social Affairs and the Ministry of Education, Youth and Sports. The matching of educational provision with labour market needs and forecasting skills needs were defined among the priorities in the Lifelong Learning Strategy adopted by the government in 2007. In the follow-up Implementation Plan of the LLL Strategy adopted in 2008 the responsibility for the system of forecasting skills needs and providing for the main inputs (projections and sectoral studies) has been given to the MPSV. The MŠMT is responsible for taking over, processing and using this information in the area of education. As part of the Labour Market Institute project a systemic solution has been proposed for the forecasting from 2010 of skills needs on the basis of a combination of quantitative and qualitative approaches.

Only few institutions with a longer forecasting history which are able to tackle skill needs forecasting tasks in a longer time horizon: The National Training Fund – National Observatory of Employment and Training (*Národní vzdělávací fond – Národní observatoř zaměstnanosti a vzdělávání*, NVF-NOZV), Cerge-EI and the Research Institute of Labour and Social Affairs (*Výzkumný ústav práce a sociálních věcí – VÚPSV*).

## **1.7 Practices to match VET provision with skill needs**

The development of new qualifications and work profiles that is based in particular on current demands of the world of labour has been worked on for 10 years now through so-called field groups permanently supported by the Ministry of Education, Youth and Sports. In the future, sector councils should gradually update and verify current job descriptions and participate in developing and creating new qualification standards.

## **1.8 Guidance and counselling for learning, career and employment in IVET**

Career counselling services provided at schools and school counselling facilities are the responsibility of the MŠMT. These services are primarily focused on solutions to problems children and young people face during their studies and in the process of choosing or changing their educational paths.

The MŠMT bodies:

The Institute of Pedagogical-Psychological Counselling (IPPP)

National Institute for Technical and Vocational Education (NÚOV)

The MPSV (Employment Services Administration) system of counselling services is aimed at resolving problems related to the transfer from school to employment, and at supporting job seekers and job applicants to find a job and to increase their employability through retraining.

## **1.9 Funding for initial vocational education and training**

The system of funding IVET is derived from the system of state administration and self-administration in education. There are also differences depending on whether the institution is private or public. In 2001, as a result of decentralisation of public administration and the strengthening of regional and local self-administration, the responsibility for founding secondary vocational schools (SOU), secondary technical schools (SOŠ) and tertiary professional schools (VOŠ) was delegated to regions (regional authorities).



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## **1.10 References**

Cedefop Refernet Czech Republic (2009): VET in Europe. Country Report Thessaloniki: Cedefop.





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## 2 VOCATIONAL EDUCATION AND TRAINING (VET) FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS

### 2.1 Population

#### Legal Definition of SEN

A child/pupil/student with SEN is according to the law a child/pupil/student who is or is likely to be unable to benefit from school education made generally available for children/pupils/students of the same age without the provision of additional support. The group of pupils with special needs referred to in Question 2 is defined by the School Act, which specifies the group of children/pupils/students with special needs as:

- a) Children/pupils/students with impairment – physical, mental, sensory, speech and language impairment, specific learning and/or behavioural difficulties, autism and children with severe multiple needs.
- b) Children/pupils/students with health risk conditions.
- c) Socially disadvantaged children/pupils/students.

The statistics provided in this table do not cover children/pupils/students described under sections b) and c) as for these groups no separate educational placement exists. To provide data about the mainstream/separate placement, the figures in the table only cover pupils mentioned covered under section a). These pupils have the right to be mainstreamed and/or educated at schools/classes organised for them.

References and sources for this information are:

- The School act No. 561/2004;
- Regulation on education of children, pupils, students with special needs and of gifted and talented children, pupils and students, No 73/2005.

### 2.2 Organisation and Provision of VET programmes

#### *2.2.1 IVET system options for SEN learners: lower and upper secondary levels, apprenticeship training and other youth programmes.*

In the Czech Republic, the system (consisting of schools) that provides VET to learners with SEN is well established and broadly developed. All existing educational programmes are also accessible to learners with SEN, including those learners with mental difficulties. Learners with SEN can be included in classes at both lower and higher secondary educational levels and VET (4–14 learners per class). This possibility is set out in the Education Act. There is a specific secondary educational programme of 1 and/or 2 school years for learners with mental difficulties, which enables them to develop general, practical and social competences. For learners with SEN, all programmes can be prolonged for 2 school years.

It is required that teachers have a background in SNE, as well as their general background.

#### *2.2.2 Different types of educational/VET settings*

Besides the schools described in section 1, mainstream education is a standard choice for SEN learners. IEP and support provision, including ICT and other compensatory tools, are available in both the public and private sector.

The list and descriptions of all educational programmes are available at [www.NUV.cz](http://www.NUV.cz)



*2.2.3 The curricula of VET programmes, the assessment procedures, types of qualifications and assessment criteria (e.g. flexibility on curricula composition and individual adaptations, diplomas etc.)*

SEN learners follow the standard curricula designed for the general student population. SEN learners are entitled to take an extra 1–2 school years to study these programmes, with subjects such as sign language, mobility and orientation and compensatory ICT incorporated into the standard curricula. Their learning may also include an IEP, adaptation of the curricula (in terms of methods and individual subjects, not the expected competences needed for a graduate's professional profile), which is standard procedure in the Czech Republic. According to the law (Education Act) the assessment of SEN learners must take into consideration the special needs of the individual learner; final exams are adapted to the needs of the SEN learner, for example.

## **2.3 VET programmes and employment**

*2.3.1 Strategies and practices used to match the local labour market needs with the skills acquired by learners in the course of the VET programmes*

There is close cooperation between schools and the social partners on the composition of the educational programmes and curricula. The schools must reflect on and monitor the changing situation in respect of the country's labour market needs and be flexible in the structure of study programmes.

Each school has to provide career counselling and guidance and cooperates with local offices.

## **2.4 Data (relating to learners with SEN aged between 14 and 25 years old and enrolled in VET programmes in the academic year 2010/2011 and relating to their transition to employment)**

*2.4.1 Data on the number of learners with SEN aged between 14 and 25 years old who are enrolled in VET programmes, at national and/or local level.*

Total number of students with impairments: 17 628

*2.4.2 Data on how many of these learners are enrolled in mainstream VET programmes, how many are enrolled in special units within mainstream VET settings and how many are enrolled in special VET programmes.*

Mainstream settings - 6 754 students

In special classes 10 874

*2.4.3 Data on the number and percentage of learners with SEN aged between 14 and 25 who are enrolled in VET programmes, in comparison with the number and percentage of the general youth population of the same age enrolled in VET programmes, at national and/or local level*

Total: VET - 345 155 pupils

% SEN – 5,1 %

*2.4.4 Brief definition and explanation of “drop out”. Data concerning the drop out rate of learners with SEN aged between 14 and 25 who are enrolled in VET programmes, in comparison with the drop out rate of the general youth population, at national and/or local level.*

Definition of drop-outs – students who do not finish the study programme successfully/and or leave the school earlier.



Data is currently not available

*2.4.5 Data on the transition rate of learners with SEN from VET to employment in comparison with the transition rate of the general youth population from VET to employment at national and/or local level*

Not available

## **2.5 Legislation and policy**

### *2.5.1 Brief description of existing legislation*

Education Act NO 561/2004 with amendments, esp. § 16: – national level: general conditions for learners with SEN at all levels of education (broad support provisions described and guaranteed), the function of the counselling and guidance system and its role, the system of long-term planning in the education sector and cooperation with social partners.

Regulations on the conditions for learners with SEN within the education and counselling systems (No 73/2005, 72/2005 with amendments) – these regulations provide detailed descriptions of the respective paragraphs of the Education Act relating to learners with SEN.

Regulation No 177/2009 – on the conditions for administrating the ‘maturity’ exam – section IV describes the adaptation for SEN learners explicitly.

Long term Strategy for the Development of Education in the Czech Republic (approved by the government)

Regional government (area of education) – has an active role in updating the structure of the educational programmes provided within its regional competence, in co operation with social partners.

Social sector (Ministry of Social Affairs) – working conditions of persons with disabilities – Act on Employment No 435/2004 Sb., section III – Employment of Persons with Disability.

System of state support and funding of NGOs working with disadvantaged persons.

Regional level – local government working in the area of social affairs – system of cooperation with social partners, working office, social support, counselling.

*2.5.2 Main objectives and priorities of the national/regional policy relating to VET for learners with SEN and the transition from VET to employment*

No information is available

### *2.5.3 Roles and responsibilities within the institutional framework*

No information is available

*2.5.4 The actors involved in improving standards and evaluating the VET programmes on offer for learners with SEN, relating to the job market*

Social partners, Czech school inspections

## **2.6. VET teachers, trainers and other professionals**

*2.6.1 Information on the VET staff (teachers, trainers, career counsellors, transition officers etc.)*

A) the qualifications required

B) initial training



C) in-service training possibilities

A: Professional background + pedagogical qualification (pedagogical university degree). For teachers working in schools/classes exclusively for learners with SEN, a SEN qualification is also required.

B: Initial training – Tertiary education in a professional profile + pedagogical qualification

C: In-service training – a broad range of approved in-service training courses is available and in-service training is obligatory for all teachers.

#### *2.6.2 Information on the careers/employment guidance and counselling services offered to learners with SEN who are enrolled in VET programmes*

A careers counsellor must be established at each school. This teacher closely cooperates with local job centres as well as with the SEN and psychological counselling and support services and relevant NGOs, to guide the learner into the labour market.

### **2.7 Funding**

Depending on the level of “impairment”, there is a system of financial support available within the existing social system for learners/families. The educational system assists with additional expenditures for SEN learners through the national budget, in both the private and public sectors, for example for additional staff. The social system of “job support” provides funding for the creation of jobs for persons with disabilities. The “Active Policy towards Employment” strategy is broadly focused on disadvantaged persons as well.