Annex 3: Czech examples to Inform recommendations

This document highlights specific examples shared by stakeholders during the recommendation feedback collection. In addition to the collection of examples which illustrate what the recommendations look like in practice, it is recognised that there are also Czech examples of practice which illustrate progress linked to specific recommendations.

These examples could be considered as a starting point to match existing Czech practice and new policy developments to the 15 recommendations after the conclusion of the action. These illustrations of the recommendations in practice could also be used to inform stakeholder discussions around the recommendations.

The below examples have been extracted from stakeholder feedback and then elaborated on by the Ministry of Education, Youth and Sports (MŠMT).

[Recommendation 2 1](#_Toc117854469)

[Recommendation 11 2](#_Toc117854470)

[Recommendation 13 3](#_Toc117854471)

[Recommendation 14 3](#_Toc117854472)

[Recommendation 15 3](#_Toc117854473)

Recommendation 2

As part of the preparation of the Strategy of the Czech Republic's educational policy until 2030+, a total of 17 round tables were held during May and June 2019. These served as one of the key means of discussion with stakeholders and gathering input from the field, taking place in various parts of the Czech Republic.

A total of 7 events were held in Prague, 2 events took place in České Budějovice and the remaining round tables took place in Třeboň, Mladá Boleslav, Hradec Králové, Olomouc, Ústí nad Labem, Brno, Nymburk and Dolní Břežany. Most of these events were open-ended, so de facto everyone had the opportunity to sign up for them. The events were announced via the web, social networks and e-mail. The e-mail invitations targeted mainly relevant actors in the education system at the local, regional and, above all, national levels.

Due to the structured nature of the debate, each of the round tables focused on only one strategic goal or strategic line. The content and form of the whole event always depended on the mentioned strategic goals and lines. Minutes, presentations or other materials from individual events were continuously published on the web and on social networks.

A follow up including an internal discussion between the Ministry of Education, Youth and Sports and its subordinate organizations and members of an external expert group on the first version of the text of the Guidelines for the Educational Policy of the Czech Republic until 2030+ took place.

Recommendation 11

Recommendation 11 calls for “national, regional and school level policies and *action plans for inclusive education at all levels must be aligned and coherent in their aim* to support the active participation and engagement of all learners and their families in order to maximise individual learning opportunities.”

Specific activities that support the fulfilment of these goals are described on the website of the [Agency for Social Inclusion](https://www.socialni-zaclenovani.cz/oblasti-podpory/komunitni-prace-a-participace/) which has been established by the Ministry of the Regional Development of the Czech Republic to provide support to local Governments in the process of social inclusion:

* networking and connecting local players to create integration and integration projects
* provide space for evaluating the benefits of implementing integration at the local level,
* facilitation, moderation or mediation of negotiations with representatives of municipal / city management,
* strengthen the capacity of the population at risk of social exclusion to solve their own problems,
* increase their share in decision-making and taking responsibility,
* build activities, interventions and links that meet their needs,
* strengthen civil society and neighbourhood development in municipalities with a concentration of social exclusion,
* to support in activities and measures the approach to active involvement of the population with the accumulation of social problems in community planning and in the preparation and implementation of activities and measures,
* to develop solutions to the common needs of people at risk of social exclusion and the general public,
* to focus activities and measures on the elaboration of an effective communication strategy towards the population at risk of social exclusion and the general public.

Participatory methods of working with the target group may follow the implementation of community work and the activities of community centres and / or may be combined and complement other social work activities. A clear description of participatory methods of work is available on the [web portal](http://www.participativnimetody.cz/) in the section "participatory methods".

Recommendation 13

The Czech school inspectorate has a collection of examples of practice. One example is from Trmice in Ostrava. They are working based on a right to education. It is an example which demonstrates the effectiveness of inclusive education in the Czech Republic.

Trmice offers [Ten Recipes for Success](https://zpravy.aktualne.cz/domaci/do-skoly-se-jit-musi-i-kdyz-jsou-rodice-na-flamu-v-trmicich/r~4ccf8fe424d111ebb408ac1f6b220ee8/):

1. .Above-standard relations of teachers with pupils.
2. Good knowledge of families and friendly communication with them.
3. Pleasant school climate: when children like to go to school, it is 80 percent of success.
4. Good work with the teaching staff: teachers regularly share experiences, provide support. There is minimal fluctuation in the church, everyone is fine at school.
5. Individual work with children.
6. Active involvement in projects of the ministry or universities, from which the school can get additional money - this is how the school "acquired", for example, a special pedagogue or two coordinators of joint education.
7. Investment in assistants - in the case of a school with a minority ethnic group, it is important that some assistants are from this environment.
8. Tripartite meetings - build mutual trust.
9. Interesting teaching, emphasis on positive motivation - in an atmosphere of distrust, no one smells learning, passivity is the biggest enemy in this environment.
10. Varied offer of rings - so that everyone has the opportunity to excel in something.

Another source is a Thematic report from CSI “Evaluation of Successful Strategies of Primary Schools Educating Disadvantaged Pupils.” Includes experiences and practices of successful schools.

Recommendation 14

In Kutna Hora city there is a project called [Eduzměna Kutnohorsko](https://eduzmenaregion.cz/eduzmena-kutnohorsko/). The project aims to create a strategy based on the local context. The project, which began in 2019 and continues to 2024 is still in an early phase. Focusing on 8 municipalities as candidates for the pilot project it began with designing of a model of regional support for education and then mapping the needs of target groups and the involvement of regional partners. The goal is to extend the model to other regions in the Czech Republic.

Recommendation 15

The Czech School Inspectorate is implementing a project supported by the European Support Fund. Practice examples are collected throughout all areas that the Czech school inspectorate has as its criteria such as equal opportunities and self-review tools. Available tools are the [Quality School inspectorate guide](https://www.csicr.cz/Csicr/media/Prilohy/PDF_el._publikace/Krit%C3%A9ria/Kriteria-hodnoceni_2020-2021-popis-kriteria_cistopis.pdf). The criteria is grouped into six basic areas covering all the key steps of school education, the descriptions of the criteria then clearly illustrate what the criterion sets out and how it fulfils the given project criteria to look in the ideal case. As a result, school principals can assess the extent to which schools are building in the areas and in the individual specific descriptions of the desired state, in how and how much they differ from the ideal state and in what way they have the greatest room for improvement. The descriptions of the criteria always state directly or indirectly how the school management or teaching must be designed and what their properties are depending on whether they are owned or at least verifiable - thanks to this, schools also get a number of specific useful ideas to improve their activities, possibly to supplement their own evaluation criteria with elements identical to the external, inspection criteria framework.

The material is therefore primarily intended for school management staff for use in self-evaluation activities, either as a whole or with a focus on one of the defined areas.