

EDUCATION FOR ALL
(EFA 2000)

National Report on the UNESCO World Program
Implementation in the Czech Republic in 1990 - 1999

Country EFA Assessment Report
The Czech Republic

Draft
Not for citation

Preamble

In 1990, the World UNESCO Conference on Education held in Jomtien (Thailand) approved the *World Declaration on Education for All (Education for All – EFA 2000)*. The conference highlighted the basic task and mission of the individual states of the world in the last decade of the 20th century to offer primary education for all children, adolescents and adult citizens before reaching the new millennium. The Czech Republic has been among the 20 countries of the East and Central Europe that joined the declaration. In the World Conference conclusions, it was established that the overall assessment report of the UNESCO on the world program „EFA 2000“ implementation in the individual states will be carried out on the basis of national reports of all 196 member countries in 2000 and that six following basic segments of the educational system forming the pre-requisites of the general citizen accessibility to the basic education will be presented: pre-school education, primary education, educational results, adult literacy, development of the skills which are necessary for the life and education for a better life. Also, the World Conference approved the *Framework for Action to Meet Basic Learning Needs* which had specified a series of system and research activities of the particular states concerned that should be implemented during the 1990s in every participating country respecting the schedule set in advance.

Within the frame of the first EFA 2000 program evaluation stage the first regional working seminar for national co-ordinators of the project was organized in May 1999 in Bucharest. A representative nominated by the Ministry of Education, Youth and Physical Activity (MŠMT ČR) took part in the seminar for the part of the Czech Republic. In Slovakia in June 1999 a professional clerk of the MŠMT ČR directly took part in the second regional seminar. The aim of both the meetings was to prepare a framework report on the implementation of the ten-year program in the Czech Republic and to present the draft National Report on the EFA 2000 program implementation and the conclusions of a several-year extensive research carried out on population of about 5000 pupils of the 4th grade. The research included the test results in the area of mathematics, natural science, homeland and nature study and general skills and question-form research of the pupils' parents, principals and teachers of the primary schools. The several-year research mentioned above should have been financed by the MŠMT ČR/World Bank funds.

In recent 10 years, the EFA 2000 world program has been controlled by the International Consultancy Forum which was established under UNESCO in connection to the World Conference on Education for All in order to co-ordinate the events within the global framework and to evaluate the resulting strategies in the area of education implemented in the particular states during the years 1990 – 1999. The deadline of the National Report dispatch was set to September 15, 1999, by the UNESCO secretariat. Due to the importuneness of the Czech Republic National Report preparation, the work was given to the person who handled the data on September 7, 1999.

The National Report on the EFA 2000 Program Implementation, which was carried out by Pedagogic Research Institute in Prague, includes the ten-year development of the world program “Education for All” in the Czech school system from the point of view of 18 compulsory coefficients which were set by the organizers in 1990 in the General Guidelines for the EFA 2000 Assessment and in the Technical Guidelines dedicated to the individual factors and their measurement on the level of the individual states. Since the above mentioned research was not implemented in the Czech Republic in the preceding years, the results of the third international mathematical and science education study (TIMSS), which had been obtained on a similar set of the 4th grade primary school pupils within the frame of a parallelly

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

implemented international IEA project, were included in the report. A data file of the school system development in the area of given indicators that were processed by the software program offered by the Co-ordination UNESCO Forum is a part of the National Report.

Introduction

1. Political, economic and social development of the Czech Republic

The independent Czech Republic came into existence due to the split of the Czech and Slovak Federative Republic on January 1, 1993. From the political-economic point of view the republic carries on the transformation of the centralized and planned socialistic society into the society based on the principles of the market and plurality of political parties; such a transformation began in November 1989. Since its establishment the Czech Republic took step by step part in both European and World structure of international organizations and relationships. The integration efforts have so far culminated by the accession of the Czech Republic into the NATO membership in 1999. During the 1990s a gradual transformation of the economic structure occurred; the reforms gradually hit the political, military, judicial, administrative, cultural and social areas. The Czech Republic is a democratic state with the basic human rights and freedoms guaranteed by the Constitution.

1.1. The administrative system of the Czech Republic

Until 1990 the governmental and municipality system of the Czech Republic was based on three stages. So called National Committees used to be the basis of the administration. The lowest grade of the National Committees was formed by the Municipal/City ones, the second grade by the District ones, the third grade by the Regional National Committees and the Capital of Prague. In 1990 the National Committee system was abolished and, due to the Municipality Act, the municipal organs became the essential self-governing unit of the state with pronounced competence. The District Offices have become the principal unit of the system of government (in the Czech Republic there were total 76 districts in 1995). The administrative changes had been carried out, however, the problem of the system of government remained not entirely solved until 1997 when the Parliament passed the Act on Higher Administrative Regions effective from 2001 on. The Act sets the conditions for the establishment of so called Higher Administrative Regions. The Act sets their number, borders and region competence. The regions will become self-governing units between the particular municipalities and the Parliament.

1.2. Development of human resources within the frame of the EFA Program 1990 - 1999

Within the frame of the World Program “Education for All” the main aspects of the process of the Czech Republic school system transformation had their counterparts in the changes that had been made in the school system since 1989. The following five key principles of such changes corresponds to the general objectives of the overall Czech school system transformation:

- depolitization of the education which has been accomplished in recent 10 years and which has led to the cancellation of a rigid ideological control of the school system management and the content of education in all school types;
- recognition of human rights of the pupils, students and their parents regarding the selection of the education career of a particular child respecting the individual abilities and interest of the child and the right for the selection of appropriate school which are an integral part of the process of general liberalization of the Czech school system;

Preamble

In 1990, the World UNESCO Conference on Education held in Jomtien (Thailand) approved the *World Declaration on Education for All (Education for All – EFA 2000)*. The conference highlighted the basic task and mission of the individual states of the world in the last decade of the 20th century to offer primary education for all children, adolescents and adult citizens before reaching the new millennium. The Czech Republic has been among the 20 countries of the East and Central Europe that joined the declaration. In the World Conference conclusions, it was established that the overall assessment report of the UNESCO on the world program „EFA 2000“ implementation in the individual states will be carried out on the basis of national reports of all 196 member countries in 2000 and that six following basic segments of the educational system forming the pre-requisites of the general citizen accessibility to the basic education will be presented: pre-school education, primary education, educational results, adult literacy, development of the skills which are necessary for the life and education for a better life. Also, the World Conference approved the *Framework for Action to Meet Basic Learning Needs* which had specified a series of system and research activities of the particular states concerned that should be implemented during the 1990s in every participating country respecting the schedule set in advance.

Within the frame of the first EFA 2000 program evaluation stage the first regional working seminar for national co-ordinators of the project was organized in May 1999 in Bucharest. A representative nominated by the Ministry of Education, Youth and Physical Activity (MŠMT ČR) took part in the seminar for the part of the Czech Republic. In Slovakia in June 1999 a professional clerk of the MŠMT ČR directly took part in the second regional seminar. The aim of both the meetings was to prepare a framework report on the implementation of the ten-year program in the Czech Republic and to present the draft National Report on the EFA 2000 program implementation and the conclusions of a several-year extensive research carried out on population of about 5000 pupils of the 4th grade. The research included the test results in the area of mathematics, natural science, homeland and nature study and general skills and question-form research of the pupils' parents, principals and teachers of the primary schools. The several-year research mentioned above should have been financed by the MŠMT ČR/World Bank funds.

In recent 10 years, the EFA 2000 world program has been controlled by the International Consultancy Forum which was established under UNESCO in connection to the World Conference on Education for All in order to co-ordinate the events within the global framework and to evaluate the resulting strategies in the area of education implemented in the particular states during the years 1990 – 1999. The deadline of the National Report dispatch was set to September 15, 1999, by the UNESCO secretariat. Due to the importuness of the Czech Republic National Report preparation, the work was given to the person who handled the data on September 7, 1999.

The National Report on the EFA 2000 Program Implementation, which was carried out by Pedagogic Research Institute in Prague, includes the ten-year development of the world program “Education for All” in the Czech school system from the point of view of 18 compulsory coefficients which were set by the organizers in 1990 in the General Guidelines for the EFA 2000 Assessment and in the Technical Guidelines dedicated to the individual factors and their measurement on the level of the individual states. Since the above mentioned research was not implemented in the Czech Republic in the preceding years, the results of the third international mathematical and science education study (TIMMS), which had been obtained on a similar set of the 4th grade primary school pupils within the frame of a parallelly

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

- cancellation of the state monopoly in the area of education and establishment of private and church schools may be considered an important aspect of the comeback to the market economy and plurality democracy – two most important objectives of the process of the general national school system transformation. Demonopolization of the education in recent 10 years has significantly contributed to the quantitative growth of the public school network and to the qualitative diversity of educational opportunities as well as to urgent need of a competitive environment in the area of education;
- introduction of the school system funding on the basis of normatives has partly motivated the schools to respond flexibly on the citizen demand for the education. However, the normative funding has only set preliminary conditions of the new quality of the relationships between the state, the educational organizations and the citizens. It is evident from the experience of the previous school system development that a strict introduction of market elements into the management of the schooling system cannot be adopted to its all degrees absolutely mechanically.

In general, it may be stated that the main changes of the school system in recent ten years have been closely connected with broader objectives of total society transformation and, actually, they are their direct result. The education transformation within the frame of the previous ten-year World UNESCO Program implementation has not only been influenced by the general principles and targets of a new political and economic system but also by the results which those principles and targets raised in the society more or less spontaneously.

1.3 Development of the economic transformation

The economic transformation of the Czech society is based on a gradual deregulation and privatization of the economy and conversion of the tax system. Due to a careful monetary and budget policy whose part consisted in price/wages deregulation, the macroeconomic stability, consisting in a low inflation rate (10% in 1996) and low unemployment (up to 10%) and in a relatively balanced state budget, was maintained successfully. In 1999, a downturn of economy, which the Czech Republic saw due to the economic changes beginning in 1990, has been partly overcome. The gross domestic product increased by 3.5% in 1995. Its volume per an inhabitant was 3650 US\$ in 1995 which was about a half of the value reached in Greece and Portugal in which countries this coefficient was the lowest all over the European Union countries.

Table 1
Development of basic economic indicators up to 1998 (data: Czech Statistical Office, 1998)

	1991	1992	1993	1994	1995	1996	1997	1998
Yearly changes (%)								
GDP (permanent prices)								
Industrial production								
State budget balance to the GDP								
Inflation								
Unemployment								
Gross indebtedness per one inhabitant (mio. US\$)								

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

Also, the direct foreign investments into the Czech Republic increased in 1995 reaching 863.5 million US\$. After a downturn in previous years the volume of foreign trade increased. However, the trade situation has been developing unfavorably since 1995 with the payment situation remaining positive. Apart from an improvement of international economic conditions, credibility of the Czech Republic concerning the international economic relations has been demonstrated. In the area of external relations, the main tasks are a quick development towards to the European Union accession, deepening and extension of Central Europe Free Trade Association (CEFTA) and accomplishment of external convertibility of the currency.

Due to the economic changes there also are changes in the employment structure towards to an increase of the rate of the people employed in service trades and decrease of the rate of the people employed in agriculture and industrial production. In the newly formed segment of private economy there is 69% of the workers and it is expected that after the privatization is completed (in 2001) this number will even increase to 75%.

Table 2

Employment development within the private sector (in % of totally employed people)

1990	1991	1992	1993	1994	1995	1996	1997	1998

The number of economically active population decreased between 1990 and 1998 nearly by 650 thousand and has been stagnating since then. The principal reasons of such a decrease is retirement of many workers (stimulated by legislation and social measures), active part of the people in informal economy and, to a certain extent, the increasing unemployment.

One of the key characteristics of the Czech market at the beginning of the 1990s was a very low degree of unemployment. In this respect the Czech Republic was in a unique situation in comparison both with West Europe and other countries of Central and East Europe. Many economists called that situation full employment; however, some regional and social disparities existed with the maximum unemployment rate 6% in North Moravia and 10% unemployment of the people with basic education only. On the other hand, the capital of Prague saw less than 0.3% unemployment rate at the beginning of the 1990s. In the second half of the 1990s, however, there has been a general trend of unemployment which now reaches 9% on the average with the unemployment rate reaching over 20% in some regions and, as the experts on the ethnic minority problems state, with nearly 90% unemployment of the Roma community.

Table 3

The unemployment rate in the Czech republic in 1990 - 1998

1990	1991	1992	1993	1994	1995	1996	1997	1998

The unemployment proportions corresponding to different levels of education reached were as follows at the end of 1998:

- The unemployed people with basic education or uncompleted basic education 18.4%
- The unemployed people with professional qualification but without complete secondary education 5.9%

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

- The unemployed people with full professional secondary education	3.6%
- The unemployed people with full general secondary education	6.3%
- The unemployed people with university education	2.8%

(Data: Czech Statistical Office, 1998)

As expected, the highest unemployment rate may be noted in the group of population with lowest level of education and professional qualification preparation while the unemployment of the people with full secondary and university education is well under the nation-wide average (with the exception of the alumni of grammar schools and secondary school management branch which is taught at some secondary schools, whose unemployment rate is over the nation-wide average).

The initial low unemployment was explained by the labor market flexibility expected as well as by high absorption capacity of the new private sector (especially in trade and service trades) and by absence of larger social conflicts. On the other hand, a continuous unemployment increase is influenced by a very low labor productivity, especially in the manufacturing sphere organizations, and previous insufficient or uncompleted restructuralization of a part of the industry which led in many enterprises to a sufficient insolvency and a tendency to lower the production expenses through a sufficient reduction of less qualified employees and administrative workers. A relatively large decrease of employment is simultaneously attributed to a limited accessibility of the investment funds with the outlook to upgrade the production which is not, in many cases, capable to compete in comparison with foreign and international firms which active part has somewhat declined in the recent years in the Czech Republic. In this sense, the assumption of many foreign experts that the above mentioned factors, which are closely connected with the context of the economy transformation, are the reason of present unemployment increase especially in less industrial regions where attenuation of previously subsidized industrial branches occurs (mining and electrical engineering industry in North Bohemia and North Moravia) is fully confirmed.

1.4. Social reform and standard of living of the citizens

Unlike the economic reform - the principal steps of which have already occurred – the social reform of the Czech society is only in the stage of initial implementation. Future social security system should, according to the intentions of Ministry of Labor and Social Welfare, be based on three pillars: social insurance, social assistance and social benefits. The construction of the social security will be based on the social subsistence minimum benefits. Lowering of income taxes both for legal and natural persons is under preparation; meanwhile deregulation of socially sensitive prices is on progress: rents, electricity, heating, bus/railway traffic tariffs and so on. This system of social welfare, which should lead to a higher target-oriented state social policy in contradiction to its flat application in the past, is based on the need of economical treatment with limited social funds and on the philosophy that the social security should not groundlessly weaken the citizenship income differences. However, the fulfillment of the above mentioned targets has formed a matter of sharp political struggle between both differently oriented political parties and the members of the cabinet. Most of the inhabitants do not namely support the idea of limited social expenses and, on the other hand, they support the idea that these expenses should be increased simultaneously with the development of economy. Therefore the final solution will not be simple and will probably be a compromise. Certainly it is the income that influences the social conditions of the

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

inhabitants very much. Especially in recent 5 years, the differences of the wages, which had previously been leveled, have been increasing, mostly in favor of 10% best paid group of employees. The differentiation of wages is mostly influenced by the increasing span outside the state sector, especially in combination with the education reached by the economically active group of inhabitants. The factors of age/sex, which played an important role even at the beginning of the 1990s, influence the differences in a much lower extent. The total income level of the inhabitants in recent years is strongly influenced by supplementary incomes. The average real wages (Kč 6,950 in 1995) have decreased by 21% due to the wages regulation since 1989. Only in the second half of this decade the real wages have begun to grow gradually, this trend being influenced by a low inflation in recent three years. During the stage of a quicker inflation increase in 1993 – 1994, the social situation was perceived as problematic. About 30 – 40% households felt financial problems in those years of beginning economic transformation; this number decreased to 20% households after 1995. The rate of households considering themselves to be poor is 10%.

Table 4
Development of real wages

1991	1992	1993	1994	1995	1996	1997	1998

The changes during the EFA 2000 World Program implementation may also be seen in the increasing return on human capital that has been invested in the self-education by the citizens. The differences in wages between manual and non-manual work and between people with higher and lower degree of education had been very small before 1990. On the contrary, often the manual work was paid much better than the non-manual and brain-storming jobs; the difference between those two categories did not include the cost of study or the income lost due to the previous school/professional preparation of the citizens. This phenomenon was extreme in e.g. very low wages of doctors, technicians and other demanding intellectual professions in comparison with the wages of some workers' professions. In the following years of economic transformation the changes in this area have occurred only slowly in comparison with the quickly developing private sector where a sufficient wages increase occurred especially in the banking area and in some sectors of the industrial production (building trade, industry). However, this increase was not accompanied by pronounced increase of labor productivity. In this sense it was possible to record that the banking sector, which had absorbed much more employees with relatively high qualification, showed the quickest wage growth. On the other hand, in agriculture where, on the average, relatively lower demands for the labor force exists, apparent wage stagnation has occurred in recent 5 years. A similar trend could be seen in traditional branches with highly qualified and intellectual professions as school system and health care that are, to some extent, a dominant part of the public sector. Only in recent two years there have been some changes in both sectors mentioned. These changes are characterized by a gradual increase of both the doctors'/educational workers' wages. In general, it may be stated that the wages increase depends much more on the sector of the activities (public vs. private, tertiary/new services vs. primary/traditional secondary sectors) than on the period of education and qualification level of citizens, although there has been some differentiation in recent years. The labor market development during recent five years has contributed to a certain extent to the increasing population demand for education as well as to the quickly increasing supply of job

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

opportunities in the area of education and professional preparation additionally stimulated by demonopolization of the economic system.

Table 5
Return on education and practical experience

	1990 – 1992		1992 – 1994		1994 – 1996		1996 – 1998	
	Women	Men	Women	Men	Women	Men	Women	Men
Wage increase due to prolonged education								
Year of education								
Year of practice								
Incomes of the social groups w. higher level of education in comparison w. only basic education								
Skilled (without GCE)								
Full secondary (with GCE)								
University (tertiary)								

Data: Microcensus, 1993, 1995, 1998

While before 1990 the assessment of the period of professional practice played a more important role than the period of education, there has been an opposite trend since 1995, i.e. the practice has been losing on its importance and, on the other hand, the value of education has been increasing – especially in case of the women. Similarly, the groups of inhabitants with higher level of education are paid much better in 1998 than they were in 1990. In this respect, the type of an enterprise property plays an important role. The state firms that have not been privatized yet value the education much lower than the firms privatized where the remuneration is high especially in private sector and most in the organizations with foreign capital interest. This is confirmed by the data on income differentiation respecting the property sector and education level reached in 1997.

Table 6
Income differentiation with respect to the property sector and level of education reached – 1997

Education reached	Property sector				
	Total	State sector	Privatized sector	Private sector	Enterprises with foreign capital interest
Apprenticeship					
Full secondary education					
University					

However, it would be quite unrealistic to expect that the present return of education and professional preparation will go up dramatically in all sectors in near future, as it was in recent years in the private sector. On the other hand, it is evident that in general there is a change of the citizens' attitude to education. The level of the education is fully perceived to be

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

in relation to the standard of living. The results of a public survey carried out in 1997 document partly this assumption because the IVVM question whether the education of adults is necessary was answered in the affirmative by 90% respondents. In the same survey present financial expenses of the citizens relating to further education were found out. The results proved a connection between the interest for further education and its level. Simultaneously a direct connection of the education reached with its economic appraisal.

Table 7
Yearly expenses for self-education in Kč - 1997¹

Education reached	Yearly expenses on education in the income of inhabitants (%)						Total
	No	Up to 500 Kč	Up to 1000	Up to 10,000	Over 10,000	Other	
Primary							
Secondary without GCE							
Full secondary							
University							
Average							

Data: Institute for Public Opinion Research (IVVM), 1997

In the state social system even other indicators concerning the importance of human resources development for the operation of the society can be found. A special chapter of this National Report is devoted to the problem of lifelong education and adult education which influences in a significant way the perception of the social situation by the citizens and their social self-rating. Until 1995 an optimistic perception of their own situation dominated in the population. This perception expressed the increasing self-confidence of the population under new social conditions.

Table 8
Self-rating of the population in the social groups – 1995 (%)

Higher	Higher middle	Lower middle	Lower	Does not know

Due to the economic stagnation, since 1996 a change of the view on the social development has occurred in many ways. This development is understood by most of the inhabitants as a much more complicated process than the initial social economic prognoses expected. Also, the fact that most of the respondents value the income and wage height less than their own demand for an interesting and useful work and a pleasant labor environment² signalizes a reassurance and realism of present understanding the social conditions so much differing from the paternalistic care of the state under the previous social system. However, the lifelong education and particularly professional preparation of the adult citizens is not dealt in a systematic way and may be perceived very chaotic from the point of view of long-term development of human resources. The lifelong education system has lacked any coordination

¹ The activities in the area of further education largely consisted of the foreign language and art study and development of skills in the work with computers.

² Jiří Večerník and Petr Matějů, Sociological Institute AV ČR (Academy of Sciences, Czech Republic).

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

and control in the recent decade and has had no legislation support in both assurance and control of public services rendered. However, it is possible to state that a spontaneous increase of the educational organizations that are subsidized from state or public funds as well as from the private sector has occurred within recent 5 years. The spontaneity of such a demand and its supply “from below” is unquestionably a good indicator signaling, as well as professional and social mobility, the willingness of population to invest in the education a portion of their own financial resources in the long term. The return of the financial funds is then the key factor of the individual and social development.

1.5. World Program “Education for All” and governmental policy

In this part of the material, the attention is drawn to the problem to which extent the governmental policy, performed by both the Ministry of Education, other Ministries and the Cabinet as a whole, took into consideration the World Program UNESCO directed to the education for all inhabitants as a strategic tool of the social transformation process.

The statistics of the public expenses on education as a part of the GDP and overall public expenses is the first and indirect indicator. In general it may be stated that the public expenses on the education of the population increased from 4.0% GDP in 1989 to 5.8% in 1998 with a high increase especially in the period 1990 – 1995. From the point of view of public expenses spent on education from the total volume of the state funds the overall trend in recent 10 years may be considered very positive. However, it should not be forgotten that the GDP was relatively low in the 1990s in the Czech Republic and that it decreased in 1990 – 1993 by more than 23%. That means that the increase of the public expenses within the GDP was in fact swallowed by one half by the GDP decrease. In 1995 – 1996 an inversion of such trend occurred because GDP gradually decreased and this fact led to a cut in public expenses to education.

In some materials worked out by both Czech and foreign experts in recent years strong doubts referring the absence or considerable drawbacks of the conceptual framework of education which could have served a support for the governmental policy in the development of the international program “Education for All” have been expressed. This criticism was particularly based on an equivocality and insufficient definition of priorities regarding the role of the state organs in coordination of the ten-year world program of the development of education for all citizens. The transition from a unified, centrally controlled system of education to an open, decentralized and diversified one, based on the school autonomy and individual selection of the educational method by the users themselves, is obviously a highly complex matter based on respecting the principle of a long-term planning of the system changes within the school system. The basic principles of the educational reforms cannot namely be carried out by simple Cabinet/legislation directives and supported by a spontaneous development and initiatives from below that characterized the first half of the transformation process in the 1990s. Some of the following important measures of the 1990s have never been implemented to practice or their level is still insufficient:

1. The existing fiscal policy by no way stimulates the human resources development, which is one of the basic conditions of the lifelong education, on the labor market. In this area no effective tax easements or targeted taxes in order to enhance the investments into education for both individuals and state/private enterprises have been introduced.
2. So far only low functional legislation pertaining to the non-profit organizations which could take significant part in the lifelong education exists. Certainly this situation

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

disaccords with the wish of the cabinet to diversify the school funding and not to entirely rely on the public resources.

3. The lifelong education in the 1990s lacked, until the acceptance the principal targets in the educational area by the Cabinet in 1999, any conceptual framework necessary for its systematic development. However, its utmost importance cannot be denied, especially if it concerns to a long-term education and re-qualification of the adults that are an important element of the economic transformation and industrial restructuring of the economy.
4. Various departmental ministries sharing the human resources development and lifelong education have so far coordinated their policies only to a low extent and every of them has been selecting its specific approach and strategy.
5. Until 1995, the wage policy had some negative effects on the human resources development because a relatively rigid wage regulation was kept in order to keep the macroeconomic stability and avert inflation. Until 1995, the organizations were fined by a penalty income tax if their wages exceeded the set wage limit by more than 5% (state organizations) or 6% (budgetary organizations). This condition was effective until the half of the 1990s. However, apart of its stabilization effect, the wage regulation had its negative consequences for the introduction of more differentiated wage structure and was, without any doubt, one of the reasons of low labor productivity. In this connection, the salaries of the workers of the school system, which were rising less than the salaries in other sectors of the national economy, seem to be a special case. This condition was the reason of an apparent exodus of the teachers from schools despite the fact that the results of a survey showed that the teacher's profession ranks among ten highly prestigious jobs on the labor market. In particular, the situation of young teachers was very unfavorable and this led to a pronounced brain drain from the school system from the long-term point of view and negatively influenced the adverse age structure of the teachers who are active within the school system. The previous criticism of the cabinet policy argued rightly that this was a sign of a relatively low evaluation assigned to the main actors of the lifelong education, i.e. to teachers and other employees of the school system, by the cabinet.
6. In the past period, the area of lifelong education and human resources development showed an ambivalent development which was complicated by inconsistent ideas that the education is primarily, if not entirely, a "private matter" and a business of individual aim of an individual and not the matter of state and society as a whole. In other words, from the strict economic point of view, the education was considered a part of consumption and not a social investment. This may serve a partial explanation of a certain inconsistency that has occurred in recent years in relation to the world program UNESCO "Education for All".
7. However, the latest development in the Ministry of Education tends to another and new direction. The main indicator of such a trend is a document defining the overall concept of the Ministry of Education and its role in the system of education until 2002 which was approved by the Cabinet early in 1999. This document, apart from the principal tasks in the school system area, reacts to the above mentioned criticism of the experts pertaining to the absence of the general conceptual framework leading the governmental policy of the lifelong education to a clearly defined direction and thus representing the first step of systematic education for all citizens program implementation. The main targets of the educational policy of the Czech Republic and concept of the Ministry of Education, Youth and Physical Activity department until 2002 are represented, apart from the real intention of the new Act on pre-school, primary, secondary, higher vocational and extracurricular education (School Act), by the documents which implicitly define the lifelong education as a global concept and include the education of all citizens into a state guaranteed system

National Report on the World UNESCO Program „EDUCATION FOR ALL“ (EFA 2000) Implementation in the Czech Republic

of human resources development. These documents explicitly define the role and responsibility of the state in the area of education of all citizens without backing down from the enforcing the principle of liberal policy based on school autonomy and free choice of the individuals. Unlike the previous materials of the Ministry of Education, as e.g. “Quality and Responsibility”, all those materials were approved by the Cabinet and they will be a matter of the parliamentary/senate discussions. This, without any doubt, increases its efficiency and impact on the implementation of the governmental policy in the area of lifelong education by other ministries (e.g. Ministry of Finance, Economy, Local Development, Work and Social Affairs) which are equally important for the implementation of the education for all citizens program. Similarly, the other documents especially National Reports on the School System Conditions³ – School System Moving and School System on Crossroads – submitted in recent years to the Parliament, document new and more global concept of the policy of human resources development and lifelong education of the Czech Republic citizens. However, in recent two years a series of legislation measures serving as an assumption of a system attitude even in the area of the lifelong education of the Czech Republic citizens have occurred.

1.6. Demographic situation

The number of inhabitants of the Czech Republic was 10.258 million in 1998. In recent 5 years a permanent depopulation has been occurring (in 1989, the amount was 10.362 million). The depopulation is mainly due to the natural process decrease – number of live-born children decreased from 1.89 to 1.44 in the period 1990 – 1999. In 1998 for the first time the number of newly born children during one year (138,000) exceeded the number of persons who died (118,000). This apparent change of the birth rate was recorded in contrast with the preceding five-year depopulation because the relatively high amounts of people born in the first half of the seventies now are coming to their fertility age. However, this fact reflects both postponement of the first child delivery in cases of young couples who get married much later than in the past and a general tendency to the decrease of the children born in families. The following factors leading to this trend which has been typical for the western society for some decades are usually mentioned: increasing demands of the young people for the quality of life, concerns regarding the increasing unemployment, problems connected with housing, high living expenses of young families with children, change of the lifestyle and value orientation in the market-social society as well as the increasing divorce rate and the number of persons who do not marry during their productive life. These indicators of the Czech Republic correspond to the similar trend which is noticeable in most of the developed European countries.

³School System Moving (Školství v pohybu) – The annual report on condition and development of the education system in 1995 – 1996. The report has been worked out on the basis of the Act on State administration and Self-Administration in School System. The vast changes of past six years are summarized on the background of the demographic development and political, economic and social changes.

School System on Crossroads (Školství na křižovatce) – The annual report on the condition and development of the education system in 1997 – 1998. The report is a basic document on the condition and development of the education system submitted by the Ministry of Education, Youth and Physical Activity to the public, the Cabinet and the Parliament. It presents a self-contained view on the economics, funding and changes of the school system within the context of the social and demographic development of the society. A specific attention is paid to the Czech school system within the frame of the international outlook.

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

In the Czech Republic the birth rate was quite unbalanced and uneven during the period monitored. This influenced the age-structure of the inhabitants. Since the second half of the seventies the birth rate gradually decreases in the Czech Republic. At the end of the 1990s it reached the average level 1.2 children per one woman. The low birth rate is obviously the reason of the low amount of the children born: in the second half of the 1990s the numbers of new-born babies have been steady 90.5 thousand a year while in the half of the seventies, when many unreasonable measures in the area of population policy were introduced, the number of new-born babies reached about 170,000 (see Fig. No. 1).

Fig. No. 1

Number of newborn babies in the Czech Republic in 1950 – 1998

The combination of these factors significantly influenced the age-structure of the child population in the 1980s as well as the structure of standard age groups of the other part of the population as documented in Fig. 2.

Fig. No. 2

The age-structure of the child population in the Czech Republic in 1950 – 1998

1 – 4 years 5 – 9 years

Therefore, the aim of the social policy is to create a concept aiming at influencing the social-economic position of the family in general, not only in the initial phase of the family cycle whilst not only pro-population measures, which only showed a short-term effect and led to such demographic fluctuations that only could be managed with difficulties, should be taken. A certain counter-tendency relating to the number of inhabitants is the infant

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

mortality decrease due to a substantially better health care, administration of effective drugs and extensive system of health prevention in newborn babies. The very low rate of infant mortality which decreased to 5.2 deceased children of 1000 new-born babies and which is fully comparable with the level of the developed countries where it ranges between 4 – 6 deceased babies means that virtually all new-born children born in our country survive. However, in general in the last decade a change of the basic proportions of the population age structure in favor to the older age group has occurred. In the older age group the care is connected with high demands for the social expenses and the expenses for social security and health care. Therefore in the previous period the Cabinet decided on an increase of the retirement age limit by two years. The limit was set to 62 years for men and 57 – 61 years for women, according to the number of their children.

Table 9
Number of inhabitants respecting the age groups – projection (in thousands)

Age	1994	1998	2000
Pre-productive 0 – 14 years			
Productive 15 – 59 years men 16 – 55 women			
Post-productive 60+ men, 50+ women			
Total			

Section I – Descriptive part

2. Objectives and plan of development in the area of education

In connection with the world program “Education for All” the following principal objectives of the education policy of the Czech Republic and concept of the Ministry of Education, Youth and Physical Activity department until 2002 was approved by the Cabinet of the Czech Republic on April 7, 1999.

1. Development of education opportunities and equality in the access to the education:
 - to implement such changes of the education system that will enable the access to higher education even to children from less stimulating social environment
 - to enable to two thirds (66%) to three quarters (75%) of the young people to reach the GCE level in a secondary or professional education
 - to assure the possibility for a half of the appropriate population group to enter any form of tertiary education until 2005
 - by 2005, to extend the average period of education from present 14.7 to 16.7 years and thus reach the average level of European Union.
2. Changes of the concept and content of the education and school character
 - to create a diversified and permeable education system that will develop key competence and opportunities to lifelong learning
 - in 2000, to submit to a public discussion a framework of education program (National Curriculum) for the primary school and, gradually until 2002, the education programs for other schools
 - in 2001, after a public discussion, to complete the reform of GCE examination and to introduce its compulsory state portion
 - to extend the utilization of schools for special-interest activities and free time of children and youth, to support the school initiative in the offer of further education for all inhabitants.
3. Changes of the education structure
 - to enhance the development of the pre-school and second degree of the primary school, the range and diversity of the education supply and to enable better respecting various interest and possibilities of children
 - until 2002, to remove the blind alleys on the transition between primary and secondary school and in the secondary school system
 - to support the development of diversified tertiary education comparable with the European Union countries
 - to prepare a concept and strategy of the development of further education (adult education) including legislation assurance and way of funding.
4. Change of the position of teachers and attitude to the economic assurance of the education system
 - to assure the conditions for the commensurate preparation, further education of teachers and their professional, career and salary growth
 - to enforce the growth of the average salaries in public school system to be higher by 6 – 8% on the average than the salaries in the overall society; the salaries of the teachers

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

should then reach, in their connection to the wage height and GDP, the level comparable with the EU countries in 2005

- to found and implement developing and innovation programs supporting particularly the creative work of the schools and development of further education
- to relieve the family load resulting from the payment for a part of the expenses on the children in kindergartens, primary art schools, in special-interest and free time activities
- to increase the public expenses on education from less than 4.5% of GDP to 6% in 2002.

The present concept of the education development within the Czech society is primarily based on the Statement of Policy of the Cabinet dated July 1998. It is linked to the analysis contained in the Governmental Report on the State of the Czech Society that pays particularly attention to the system of education of all age groups citizens: "The idea of a society of education is based on the assumption that the qualification of the citizens of the Czech Republic becomes the basic production factor. Only such society that is able to invest to the lifelong education of its citizens and, in this sense, in the development of their abilities, will be successful in the international competition in the long run. We do refuse the idea that our basic comparative advantage in the worldwide competition of the globalized society could be a cheap labor force. On the contrary, we think that we can cut through by effective utilization of qualified and well-paid labor force with high labor productivity. Social investments, investments into the human capital or into the development of human potential are considered the most effective form of governmental investments. We want to express this form, especially in the period of investments into education, in our budgetary priorities so that our society could step-by-step become society of knowledge."

"The Cabinet considers the care for the education its priority. To create conditions for the people to be able, to want and to know to develop their abilities to maximum is the key to a society of knowledge and information of the third millenium.

The Cabinet perceives the intelligence to be a result of an optimum activity of both the institutions and personal efforts and considers it to be a decisive factor of the economic development and a source of the political stability. It understands its determining influence on the value orientation of an inhabitant, his/her way of thinking, behavior and conduct. Therefore it professes to the responsibility for school/educational policy and its results. The role of the state in the creation of conditions for assurance of the equal access to the education, quality and concept of the education and the protection of the children and youth from the undesirable interaction is not interchangeable. The Cabinet will project the priorities of education into its budgetary policy through the enhancement of the school system chapter with the aim to reach its 6% share of GDP by 2002."

Statement of Policy of the Cabinet of the Czech Republic, August 1998

The planned concept uses various evaluations of the Czech educational system and its comparison with the world development. Such assessment appeared in a series of projects and studies of both domestic and foreign experts. E.g., OECD carried out an analysis of our university system in 1992 – "University System of the CSFR" – and an analysis of other parts of the educational system in 1996 – "Czech Republic: Report on Educational Policy". At the end of April this year an extra ordinary meeting of the OECD Education Council was held in Prague. The agenda of this meeting dealt the three-year development of the Czech school system after the OECD recommendation had been issued in 1996. A series of findings, stimuli and concrete implementation steps was introduced by the extensive project of the European

Union PHARE – Reform of professional education, whose outputs have been summarized in a document called “From Pilot Schools to the Reform Strategy” issued in 1997. Also, a sector study was carried out within the framework of the PHARE program in 1998 – “Czech Education and Europe: Strategy of Development of Human Resources in the Process of the Czech Republic Accession to the European Union”. Significant findings were obtained by an analysis of the results of an international project series in which the Czech Republic successfully took part, especially after the accession of the Czech Republic into OECD and within the frame of its involvement into the European Union programs. On a similar note, the Ministry of Education issued a series of conceptual materials in the 1990s, represented by a conceptual material “Quality and Responsibility” and, in the following years, by two annual reports on the state and development of the educational system: “School System Moving” (1996) and “School System on Crossroads” (1999). The aim of the long-term concept in the area of education is primarily to keep and deepen such values and progressive trends of the Czech school system which correspond to the requirements on education in a modern, democratic and prosperous society and change the attributes which are inconsistent with them. Many conceptual goals will particularly be projected into the Education Act under preparation which, together with the already passed Act No. 111/1998 Code on universities, forms a legislation backbone for the education system activity in the Czech Republic. A public discussion on “Concept of Education and School System Development in the Czech Republic” and on a sector study “Czech Education and Europe” will certainly help to find a social consensus. In general, a situation when it is not only necessary but also possible to work out a long-term strategy of the educational system development strategy and a long-term program of concrete implementation steps will be created. The ministry of Education, Youth and Physical Activity intends to respond to this invocation and, after discussion with other partners interested, to submit a “National Program of the Education Development Czech Republic” (White Book”) to the Cabinet in 2000.

2.1. Pre-obligatory education

There is a long and specific national tradition of the kindergartens in the Czech Republic which is influenced, among others, by the ideas of J.A. Comenius. The state-supported pre-school education saw an unprecedented quantitative development during the entire after-the-war period. However, it became a tool for an increase of the share of women on the total labor potential of the state in the enforcement of collectivistic educational principles and attenuation of the family influence on the education of children.

After 1990 live discussions developed on a change of the kindergarten task, on their new position in the education system and the concept of their educational work. In fact there were three concepts: the first one, in reaction to inadequate targets during the previous regime period, proposed to reduce the kindergarten to a mere social-nurturing facility without setting any special educational targets. The other group of proposals kept in fact the preference of the preparation to school but with its approaches to be more appropriate to the age. The third concept of the pre-obligatory education of the pre-school children, called a personality-oriented model of the pre-school education, won recognition in the new legislation and organizational conversion of the position and activity of the kindergartens. The previous task, formulated primarily scholastically and didactically “to create the basic knowledge and skills of the children, to develop their language, thinking and interest for a play, adequate to work and learning”, and as a preparation for the entry to the primary school was replaced by a requirement “to assure meeting of demands of the natural needs of the child and the

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

development of his/her personality” in the co-operation with the family and in connection to it. The new legislation in the area of the pre-obligatory education specifies this mission, corresponding to the new democratic conditions putting stress on the individual/child rights in the sense of “support of a healthy physical, psychical and social development of the child and formation of optimum conditions for his/her individual development of personality”. The kindergartens are primarily controlled, within the frame of the system of education, by the municipalities or, if they have not obtained their own legal subjectivity, by organs of the state administration in the school system – School Offices. Since 1995, in some cases kindergartens have been associated with some primary schools on the basis of the School Act version, however, such an association has been in many aspects only an organizational-economic matter. A significant positive feature of the kindergarten work especially seems to be heterogeneous classes from the age-point of view instead of homogenous groups of children of the pre-school age and integration of the disabled children into the child population (about 5% children suffering with speech defects and kinetic inflection). In recent five years the number of pre-school children who attend the kindergarten during the morning hours only is significantly increasing. The basic age group of the children in kindergarten ranges from 3 to 5 years. In especially well founded cases, if there is no other possibility for the parents, it is possible that even younger children are admitted. About 1/5 of the two-year child population attends the kindergarten; this number increases to 2/3 and 3/4 in case of three-year population and four-year population, respectively. However, as much as about 4/5 of the children of the five-year population, for whose the pre-school education is considered a necessary pre-requisite of an optimum adaptation in their entry to the primary school, attend the kindergarten. Even older children whose start of the compulsory school attendance was postponed by a year attend the kindergarten. The share of six-year old children not attending the primary school is represented by about 23% of child population in the Czech Republic. After 1990 the development of the amount of the children placed in kindergartens was significantly influenced by radical changes in both economic and social life. In 1990 there were 98.7% 3-5 year children placed in kindergartens, however, this number decreased to 82.4% in 1992. In the following years a gradual increase occurred and in 1995 this number reached 86.7%. The number of kindergartens has decreased from 7328 to 6000 in the past decade, i.e. by 18.1%. Similarly the number of departments and classes of the kindergartens has decreased. Exactly, the kindergartens successfully surmounted the difficult period of the social and economic transformation and remain an additional tool of family education serving leveling the differences of development between the children from various social-cultural environments. For the arrangement and quality of the pre-school education many macro-structural factors existing in the Czech society are necessary. One of them particularly is a demographic context influenced above all by the existing level of birth-rate, number of children in particular age groups as well as the rate of the economic activity of the women and number of mothers employed. However, the age structure of the pre-school age children from the point of view of the pre-school education, i.e. the relevant age groups 0-2 and 3-5 years, respectively, are equally important for the analysis of the present demographic conditions, state and quality of the pre-school education; they are documented in Fig. 3.

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

Fig. 3

Numbers of children aged 0-2 years and 3-5 years in the period 1976 – 1998

0 – 2 years
3 – 5 years

From the point of view of the pre-school care, the very uneven amounts of children are, in particular, very unfavorable for planning and development of individual pre-school facilities. The same applies to the professional preparation and employment rate of the kindergarten teachers. However, in the next two decades such an uneven amount of the pre-school children is not expected as the projection of the amount of the children aged 3 – 5 years until 2000 (Fig. 4) shows. The demographic projections rather indicate that a slight increase of the amount of children of such age can be expected about in 2010 and a decrease of the child population in 2020 back to the data of 2000.

Fig. 4

Development and projection of the amount of children aged 3 – 5 in the period 1980 – 2020

Intermediate alternative of the Czech Statistical Office projection from 1998

Since 1985 the number of kindergartens in the Czech Republic has been gradually sinking; thus in 1998 their amount reached 6000, i.e. the same number as in the half of 1970s. However, while in the 1970s the kindergartens were able to care for about 70% of the pre-school age, in 1998 the pre-school facilities were attended by nearly 94% population of the pre-school children. This result clearly reflects lower absolute amounts of the children aged 3 – 5 and a significantly higher amount of the children aged 5 and more. In 1976 it was nearly 500 thousand children, in 1998 only 320 thousand. Such a substantial drop of the pre-school children in the 1990s is a source of an apparent discrepancy between the decreasing amount of kindergartens and the increasing rate of the children placed in the kindergartens (see Fig. 5). As the amount of the new-born babies abruptly dropped in the half of the 1990s (especially in 1995 when the number of new-born babies sank below the limit 100,000 new-born babies), in

can be expected that in 2000 the amount of the children of the pre-school attendance will be even lower. If the numbers of kindergartens do not significantly decrease due to this fact, the educational supply will undoubtedly fully cover the demand of the citizens or it may even significantly exceed the demand in some regions.

Fig. 5

Number of kindergartens and rate of the pre-school children placement* in the period 1950 – 1998, percent

Y-axis, left: rate of placement, %

Y-axis, right: number of kindergartens

Počet MŠ = Number of kindergartens

Míra umístění = Rate of placement

Fig. 6

Rate of placement of children in kindergartens in the period 1990 – 1998: number of children in kindergartens per number of children aged 3 – 5

Y-axis, left: rate of placement (%)

Y-axis, right: number of kindergartens

Umístění = Placement

MŠ = Number of kindergartens

* Rate of placement = number of children in kindergartens per number of children aged 3 - 5

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

percentage of children who are placed in the kindergartens for the whole day. This corresponds with the service hours of the Czech kindergartens, 96% of which being formed by the whole-day i.e. 12-hour service. The situation is practically the same as in the 1980s when the whole-day service was offered by nearly 100% pre-school facilities.

Fig. 8

Women's employment and placement of children in kindergartens in the period 1950 – 1998

Zaměstnanost žen = women's employment

Umístěnost dětí v MŠ = percentage of children in kindergartens

Within the frame of the school system, the pre-school education does not involve the kindergartens and special kindergartens only. Also, preparatory classes in selected kindergartens are offered to children of the pre-school age. They are primarily offered to the children from social-cultural disadvantaged environment for whom an adaptation to the children collective is necessary before their entry to school. Similarly, such preparatory classes existed in primary schools. They were attended by the children enrolled in their respective primary school but not capable, from health or adaptation reasons, to cope with the initial instructions in the first school year, even in the compensatory class. Those pupils were included in the total amount of the primary school pupils even when this meant a pre-school education. Since 1990 the preparatory classes for the children from social-cultural disadvantaged environment have been established. Those classes pursue the same objective; however, they have been established both in kindergartens and primary schools, possibly in special primary schools.

The present openness of the kindergartens to the public may be evaluated by various indicators including the fact how the parents are kept informed about the operation of the pre-school facilities or the additional activities for a broad public. Apart from a common opportunity of short personal conversations and parents' consultations with the teachers by the time of the arrivals/departures of the children the common range of such activities of the kindergartens especially includes organization of regular parent meetings. Further activities seem to be more or less occasional and sociable. The most common are school academies on various occasions, fairs, possibly school balls. At present new and widely used form of the parent acquaintance with the kindergarten has become an "open doors day" which is one of the recommended and well-established strategies of the kindergarten towards the broad public even abroad. In many kindergartens information bulletins for the parents or informative leaflets are issued. In the interest of a transparent activity of the kindergarten towards the public it is common that information on particular activities and educational programs are published in the local or regional press. In particular in the small cities the kindergartens are engaged in the local common life through various children performances or exhibitions of children's works. In this area and other areas of the kindergarten work various sponsoring contributions of the parents and private organizations, which take part in the support of

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

particular educational activities due to their participation in associations of citizens established by the kindergartens, are possible. Most of the financial contributions of the parents transferred to the kindergartens are usually allocated to concrete educational activities and programs implemented in the individual classes. The other activities of the kindergartens are less traditional and less common: e.g. the access of the parents to individual classes during the day, participation of the parents in the educational program taking over the assistant's role or organizing some weekend/holiday activities for the entire families (sport a cultural events, trips), parent "engagement" in special-interest clubs, discussions and lectures for the parents, video-recording the children's activity in the classes and subsequent projection. All the activities of the kindergartens have been fully within the competence of the school in recent years. On the other hand it is necessary to stress that there is no legislation framework for the evaluation of quality of the pre-school education, care and co-operation of the kindergartens with the public and especially with the parents.

According to the existing findings on the relationship between parents and kindergartens/primary schools (Rabušicová, Pol, 1996), the parents of the pre-school and school-age children may be divided into three basic groups. The determinative criterion is their intensity of interest in the activities of the educational facility and their activity shown in respect to the kindergarten/primary school. A similar division may be applied even in the case of primary schools where the attitudes of the parents show certain degree of similarity:

- the parents who are, within the frame of the class which is attended by their child, active only to a limited extent and it is estimated that they only form a small part of the parent community; most of those parents are predominantly involved in some of the parent association
- the parents who are only interested in the situation of their child and therefore their activity is limited to the occasional individual contacts with the teachers; they come to the parent-teacher conferences and are only interested in the events concerning their child; according to the estimate, this group forms a majority in the Czech Republic
- the parents who do not show their interest in their child in the kindergarten/primary school and who do not try to influence the kindergarten/school; their contacts with the teachers are limited to situations of incidental meetings; according to the estimate, those parents form a minority in the Czech Republic.

By virtue of a series of surveys carried out in the pre-school facilities it may be generally stated that the parents often do not have enough time for the everyday contacts with the kindergarten teachers. Very often they are exposed to a strong labor pressure so their interest is shifted elsewhere. It is not an exception that the parents underestimate the importance of the kindergarten for their child and see the kindergarten a place for "baby sitting".

Also, the results of a survey carried out in a frame of a comparative study of European family models by a team under the guidance of Goran Lassbe⁴ testify on a specific attitude to the pre-school facility children care in the Czech Republic. The assessment of the pre-school children care facilities was aimed at three basic dimensions: confidence in the care reliability, parents' interest in a larger extent of influence and larger attendance in the pre-school facility activities

⁴ The project in question is called "Modern European family" and its target was to identify and compare the models of modern European family. Both intra-family relations and relations between family and environment and conditions (e.g. supply of the children care organizations, family-supporting policy and so on) were studied in twelve European countries (the Czech Republic, Denmark, Finland, France, the Netherlands, Norway, Poland, Russia, Greece, Spain, Sweden and Great Britain). The research team was headed by Goran Lassbo (Department of Education and Educational Research, Göteborg University) and was funded by Swedish Council for Research in the Humanities and Social Sciences. The Czech OMEP council provided for the Czech Republic participation in the project and collection of local data.

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

and, at last, assessment of the accessibility to the services of the pre-school facilities (service hours, opportunity to meet the personnel). In the survey most of the inquired mothers expressed their content with the services rendered in the pre-school facility attended by their children. On the other hand, much lower degree of confidence in the kindergarten service quality was shown by the mothers who were not employed. Lower interest in the influence on the pre-school facility activity was shown by the full-time job mothers, who also showed more criticism to the pre-school facility services. It is evident from the survey that the Czech mothers of the pre-school aged children show the lowest interest in influencing the operation and program of the kindergartens of all participating countries. In the area of confidence in the care offered the Czech mothers of the pre-school aged children showed an average confidence. The assessment of the children care in the dimension of the confidence in the care reliability and interest in influencing and taking part in the facility operation is documented in the Diagram No. 1.

Diagram No. 1: Assessment of the children care in the pre-school facility

Nizký – Vliv – Vysoký = Low – Influence – High
Nízká – Důvěra – Vysoká = Low – Confidence – High

Diagram No. 2: Views on an ideal children care in the pre-school facilities

Nedůležitá – Extra stimulace – Důležitá = Not important – Extra-stimulation – Important
Nedůležitý – Sociální rozvoj – Důležitý = Not important – Social development – Important

As for the idea of an ideal method of a pre-school education and children care in a pre-school facilities, the Czech mothers usually showed high expectations. Two dimensions were put in contradiction: social learning (co-operation with other children, learning of self-activity, not to be afraid of the other) and “extra-stimulation” (learning of things which cannot be taught

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

by the mother, picking the experience which the child cannot pick at home and so on). In their answers, most of the Czech mothers additionally appreciated such things like the opportunity of the child to play in the collective of other children, the opportunity to meet other children and the safe environment of the kindergarten. Significant differences were particularly found regarding the mothers' rate of employment. As for the pre-school programs, the Czech housekeeping mothers (doing no job at present) put much higher stress on the social learning dimension than the employed mothers which is probably connected with the reason why most of the families utilize the pre-school care. Least of all participating respondents, the Czech mothers put a significant stress on the social learning but showed an increased expectance in "stimulation" of their children in the pre-school facility. In this sense it is possible to suppose that this fact has been immediately influenced by the tradition of the Czech kindergarten as an educational institution which dominantly prepares the pre-school aged children for the school entry. The above mentioned study indicated a series of other links between social and economic macro-structure and individual attitudes of the mothers to the structure and operation of present family, employment, family/public care for the pre-school aged children. It is obvious, not only from this study but also from empirical experience, that the mutual view of the parents/teachers is sometimes not very positive on each other. However, it is very difficult to distinguish whether those relations are influenced by the prejudices transferred from one generation of the parents and teachers to another and by own negative experience from the childhood from the parents' side or whether we are the witnesses of the attitudes directly resulting from real and relevant personal parents' experience with the kindergarten activities. Whatever the roots of these opinions might be, they do not show a sound base for the further development of communication between the kindergartens and the public. According to the existing findings the communication between the teachers and parents is relatively good concerning the first stage of the primary school. Based on this experience it may be concluded that a similar communication character is also typical for the relations of the parents with the kindergarten. This is due to several circumstances, especially to the fact that the child's entry to the kindergarten or primary school usually means an important event for which both the parents and the child are prepared. If both the child's and parents' expectations are positive, the child's attitude to both new things meeting in the kindergarten and his/her teacher representing an important authority and an important person in his/her network of the newly forming social relations is also positive. In that case a mutual agreement between the teacher and the parents on the educational "strategy" is possible because the parents usually tend to the acceptance of the teacher's recommendations. The teacher knows ideally all the children of the class and, usually, their parents. This knowledge results in the teacher's confidence in the negotiations with the parents. As for the cooperation of the parents with school as a whole, the present situation is complicated by unclear legislation and so far relatively widespread reluctance of most of the parents to be engaged in any collective organ beyond the frame of their labor duties. Also, very low parents' feeling of their own rights which they could enforce as both a group and individuals towards to the educational institutions plays in this sense a negative role. In general it may be stated that there is, from many reasons, a feeling of the necessity to cooperate with the parents and the public among the kindergarten teachers. Most of the teachers even promulgate the co-operation with the parents as one of the priorities of their activities. It seems that at present the kindergartens find themselves in the phase of their gradual opening and searching for new ways to the parents of their children. In particular, various alternative pedagogical approaches, which have been implemented in the Czech kindergartens recently, may serve a good inspiration for them. These programs namely put a close co-operation with the parents very high. Among others, the program "Starting Together"

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

may serve a good example. Also, a rising feeling of the importance of the communication with the kindergarten beyond the frame of common contacts in a group of parents, especially those ones who engage themselves in some parents' organs or who support the kindergarten as voluntary sponsors, may be recorded. In general, in the Czech Republic the parents have the right to place their child to a kindergarten in the year preceding the year of the compulsory school attendance beginning. Further, the parents have a vested right to all information concerning the children and organization of education and educational system. However, other parents' rights are not explicitly mentioned in the School Act and those rights have never been strictly defined nor advertised.

In our country the parent/school relationship was for the first time formalized by the Cabinet directive of May 10, 1949, on establishment, organization and activity of the Parent-Teacher Association (SRPŠ). The feudatory position of the parents to the school was typical. The relationship was then amended by the School Act of 1960 that constituted a unified school system, the first stage of which were the kindergartens, as follows: "In order to assure a unified educational action of both the school and the family, the school shall closely cooperate with the parents. The National Councils shall assure that in every school, professional apprenticeship facility, pre-school and, possibly, in out-of-school educational facility the Parent-teacher association (SRPŠ) shall be established. The task of SRPŠ is to help these institutions in their educational mission, contribute to their link with the life and work of the people and to take an active part in their amelioration and universal development" (Code, 1960). The duty to create SRPŠ was cancelled by the 1990 amendment of the School Act of 1984. Thus in recent 10 years it only is up to a mutual agreement between the primary school/kindergarten and the parents whether any parent-teacher association exists in its original or modified form.

Very progressive elements of the school legislation concerning the position of parents in the education system seem to be the School Councils which formation started under the 1995 amendment of the ČNR (Czech National Council) Act No. 564/1990 Code on state administration and self-administration in the school system (Act No. 139/1995 C. No.). The members of the Council are not only the parents but also the representatives of the teachers, municipalities, businesses and other. These new and self-administrative organs have also been recently founded in kindergartens. The new draft School Act of May 1999 indicates that in case of the interest of legal representatives the School Council may be established even in kindergartens; however, in all other types of the school the establishment of this organ is obligatory.

After the period of existence of SRPŠ which role on practice was often only formal and controversial, various parent associations begin to be established in kindergartens; however, they mostly do not overstep the frame of kindergartens. At present, only one organization exists in the Czech Republic – Union of Parents, which character is nation-wide and which pursues among other much stronger position of the family in the system of the Czech education. The draft School Act of May 1999 mentions that "the pre-school education shall also offer the parents of the child the educational support and help". The forms of such a help are not mentioned but it may be expected that this may be a potential base for the parent education in various forms. So far any mass extension of similar activities cannot be spoken about. More or less they are individual activities of particular kindergartens in the form of e.g. educational discussions with psychologists, pediatricians and so on.

2.2 Primary education

Basic task of the primary school in the Czech Republic is to offer the pupils a common educational base which should serve the entire population a minimum standard necessary for further general or professional education. According to the Act No. 171/90 Code on the primary/secondary school system “the primary school provides the intellectual education in the sense of the scientific cognizance and in accordance with the principles of nationalism, humanity and democracy and offers moral, esthetic, labor, health, physical and ecological education of the pupils; also, it enables religious education”. Due to the Act No. 564/90 Code on state administration and self-administration, the management of the primary schools has been entrusted to the competence of the municipalities. A fraction of them obtained legal subjectivity; the school offices control the other schools. Even if the educational process of the primary school is, from the point of view of the pupil, understood as a continuous and intentional action, which is recognized as an advantage of the integration of primary school with the lower degree of the secondary education, the division of the primary school into the first and the second degree has been preserved after 1990. One teacher active in all subjects carries out the tutelage of the first degree. In the second degree the subjects are taught by teachers specialized in two of them. A small portion of the teachers is even certified for the third subject.

2.3. Access to the general primary education

The division of the primary school to a four-year 1st degree and five-year 2nd degree was criticized by the pedagogical initiatives, curricula makers and pedagogical experiments at the beginning of 1990s. The idea of a necessity to extend the first degree of the primary school to 5 years prevailed; also, it influenced the draft new curricula of the primary schools. A series of the primary schools asked for the affiliation of the 5th grade to the first degree as soon as in the school year 1994/95 and, in 1995, a new division into the first (1st – 5th grade) and second (6th – 9th) degree was introduced by an Act amendment. Similarly, under the influence of an extensive discussion, the Ministry of Education decided to implement the intention of the 1990 Act on the age limit displacement to 15 and simultaneously decided on an enhancement of the general education basis of later professional education, especially in secondary apprentice schools. The statement of the Ministry of Economy concerning the age of the secondary vocational school/apprenticeship school graduates, who did not come of age 18 at the termination of their professional education, meant a substantial argument because the fact they are underage formed an obstacle to their further labor classification. The result of the decision was the necessity to create a new curriculum concept of the primary school including the 9th grade and a necessary demand to adjust the textbook system to the new primary school structure. Based on the initiative of experts/teachers, experimental projects of new curricula for the first, five-year degree of the primary school (so called Elementary School) and four-year second degree of the primary school (so called Civic School) were created in the half of the 1990s.

The fact that the 1990 School Act, enabling the possibility of establishment of grammar schools with longer period of study than 4 years (so called grammars schools with extended period of study), was passed meant an important influence of the primary school concept of a comprehensive school. The decision was based on a postulate that the pupils with over-the-average intellectual abilities should be offered a more challenging education prior to their completion of the compulsory school attendance – only in such a way their individual abilities

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

can be developed to maximum. The entry to those grammar schools has been based on the competition principle and selection after completion of the 5th grade of the primary school, i.e. approximately at the age of 11, possibly even later after higher grades of the primary school are completed. The Act enabled the pupils of the primary schools to enter the grammar schools with extended period of education after the 5th grade of the primary school is completed; the opportunity to do so after higher grades are completed was later reduced to minimum. The opportunity was used by a portion of grammar schools that were then transformed to the long educational period grammar schools. On the other hand, the studying capacity of the 4-year grammar school decreased significantly. The demand for long-education grammar schools was much higher than their supply; thus the demand has not been satisfied; however, on the other hand, this decision has significantly complicated the situation of most of the primary schools which have been left by the best students at the beginning of the second degree. It is obvious from the existing experience that the situation has created uneven conditions for the individual pupils even during the compulsory school attendance which raised a necessity to introduce system measures from the part of the Ministry of Education aimed at a reduction of the pupils accepted to the grammar schools with extended period of education. Especially the pupils of the primary schools in small cities and in the country, who have had a much lower opportunity to select this way of education, have been significantly disadvantaged to the pupils in big towns. The negative influence of such system changes in the area of primary education and especially the runaway of the primary school pupils to the grammar schools with extended period of education has very negatively influenced the level of performance of the school classes. Therefore, in the half of 1990s a small amount of primary schools utilized the opportunity to establish some parallel grammar-school classes to the second-degree classes. However, this experiment did not prove to be effective because the graduates of such selective classes were subjected to the entrance examination for the secondary school as the other pupils. The 1995 Act amendment subsequently cancelled the possibility of the grammar-school classes formation. However, the problem of the relationship between the primary school and both grammar school types persists, especially regarding the relatively low age and method of decision on the transfer to the selective academic-type education, its enormous total length before the GCE is obtained, curricula compatibility, pupils' mobility and continuity between various types of schools. Due to the fact that the institutional separation of the pupils on the lower secondary educational level is considered by the public, politicians and most of the experts to be an inherent part of the destruction of the previous directive educational policy, no principal discussion inspired by a prevailing West-European school development and principle of an equal access to the higher education degrees assurance occurred.

2.4. Results of the general education and level of the general skills in children, adolescents and adults

Since the beginning of 1990s, a demand for such criteria which could indicate that the means invested into the education and professional training provide the society an adequate return and efficiency has been strengthening in the Czech Republic. This fact was the main reason of the Czech Republic participation in a long-term international program of the knowledge/skills measurement of selected subjects (TIMMS) which the Ministry of Education entered, along with the participation in the world program EFA – Education for All - implementation at the beginning of 1990s. Due to a limited capacity of the pedagogic research workers, the range of both survey projects did not enable their undepreciated simultaneous implementation within

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

the frame of the Czech Republic. Due to a considerable similarity and direction of the EFA program, a research of mathematical/science education, known under the TIMMS⁵ abbreviation, was carried out in the Czech Republic at the beginning of 1995. The research was based on an administration of a series of didactic tests and question forms for the teachers and principals of the primary schools. Within the frame of the above-mentioned research a mapping of the educational systems of the relevant countries and mathematical science subject curricula/textbook analyses were carried out. The probe was aimed at three age categories; total 17,000 pupils, 950 teachers and 500 directors of 500 randomly selected primary/secondary schools from all the Czech Republic took part in it. The pupils of the 3rd and 4th grade were particularly included into the category of the 9-year age category. The third international research of the mathematical/science education was linked with the preceding research implemented by the International Association for Evaluation of Educational Achievement. The objective of research was not only to compare the pupils' knowledge in mathematics and science but also trace the principal factors that significantly influence the pupils' knowledge and understanding, including mapping the objectives of the respective subject tutelage and implementation of those objectives in individual primary schools. The pupils' population of two subsequent grades containing the highest percentage of 9-year age pupils at the moment of testing was tested in particular. A series of world experts in mathematics and science participated in the development of the didactic test administered in Czech primary schools. The resulting tests were assembled in such a way to trace the contemporary ideas and modern trends in the relevant subjects. The test contained 102 test problems in mathematics and 97 problems in science/homeland and nature study. The test problem solving was carried out by the teachers of the selected primary schools on a base of detailed instructions. In ten randomly selected schools of every country participated the course of testing was checked by an independent person who had been specially trained by the international center.

One of important aspects of the research implemented by the IEA international association is, among other, a verification of a question whether there are significant curricula differences between the individual countries but also within the frame of an individual country. To be able to subject these differences to the survey, the mathematical problems were divided into six following groups according to the content (natural numbers – fractions and proportions – measurements, estimate and value of a number – data presentation, analysis and probability – geometry – patterns, relations and functions). Particular areas of the subject matter were not of the same difficulty. The lowest level of intensity meant the natural numbers and geometry because 67% or 64% pupils of the 4th grade could solve the natural numbers and geometry problems in average, respectively. In comparison with the overall level of results in mathematics, it is obvious that, from the statistical point of view, the 4th grade pupils of the primary schools in the Czech Republic attained significantly better results than the overall level in the areas of measurement, estimate and number value; on the other hand, their results were worse in the problems connected with fractions and direct proportion. Their results in other four areas were not significantly different from the overall international level.

⁵ Third International Mathematics and Science Study.

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

Table 10
Diversification of problems in the mathematical part of the test

Thematic complexes	Item proportion in the test (%)	Total amount of items	Number of items with answer selection	Number of items with open short answer	Number of items with long answer
Natural numbers					
Fractions and proportion					
Measurement, estimate and value of a number					
Data presentation, analysis and probability					
Geometry					
Patterns, relations and functions					
Operations					
Knowledge					
Routine operations					
Complicated operations					
Problem tasks					

The conclusions of the above mentioned research indicated that the 4th grade pupils of the schools sized 151 – 300 pupils were least successful. As for the first rough assortment respecting the locality of the school, the attention was given to the level of the knowledge of pupils' attending either rural or urban schools. The average results of our pupils in both the types are given in the following table which documents the fact that the average results of the pupils attending the urban schools were significantly better than those of the rural schools.

Table 11
The 4th grade pupils' results comparing the urban/rural schools – mathematics

Result	School type	
	Rural	Urban
Total		
Girls		
Boys		

The results of this international research pointed out the fact that the 4th grade pupils of the primary school attained better results in problem solving than the international average obtained in other IEA-research participating countries; there were no significant differences between the results of boys and girls. The highest difference in the favor of boys were recorded in the area of measurement, estimate and value of the number (boys – 69.0, girls 66.5). The following table documents the average results of the 4th grade pupils in the Czech Republic in comparison with the international average:

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

Table 12
The 4th grade pupils' results – mathematics

	Total Mathematics	Natural numbers	Fractions and proportion	Measurement, estimate and value of a number	Data presentation, analysis and probability	Geometry	Patterns, relations and functions
Czech Republic							
International average							

Table 13
Comparison of the overall results of boys/girls in the area of mathematics with the international average

	Total	Boys	Girls
Czech Republic			
International average			

The test of science 4th grade knowledge was constituted of 97 problems. In order to examine the differences in the pupils' results of various science branches in more details, the science problems were divided into four areas directed at geography, natural science, physics and chemistry and the environment.

Similarly as in the case of the research in the area of mathematics, the particular groups of science problems were not balanced in the test. The most problems were involved in natural science (41) and physics/chemistry (30); on the other hand, in the areas of environment and natural science basis the amount was the least of all. The 4th grade pupils obtained the best results in the natural science area, on the other hand, their performance in the solution of problems aimed at the environment and natural science basis were the worst. The overall results indicated that, as well as in the area of mathematics, the Czech Republic primary school 4th grade pupils' performance results were significantly better in all particular parts of the testing than the international average results.

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

Table 14

Diversification of problems in the science part of the 4th grade primary school pupils

Thematic complexes	Item proportion in the test (%)	Total amount of items	Number of items with answer selection	Number of items with open short answer	Number of items with long answer
Geography					
Natural science					
Physics/chemistry					
Environment/natural sciences basis					
Operations					
Understanding of simple information					
Understanding of complicated information					
Theoretical calculation, analysis and solution of problem tasks					
Use of tools and routine/scientific procedures					
World of nature examination					

Table 15

Comparison of the overall pupils' results in the area of science with the international average

	Science, total	Geography	Natural science	Physics/ Chemistry	Environment/ Science basis
Czech Republic					
International average					

Comparing the overall results from the point of view of the pupils' sex, no significant differences were found within the frame of the Czech Republic; however, it is obvious from the results that the boys' performance was better by 3% than that of the girls, the highest difference between the boys and girls being found in the results of the geographical problems (5.2%).

Table 16

Comparison of the overall performance of boys/girls with the international average

	Total	Boys	Girls
Czech Republic			
International average			

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

Similarly as in mathematics, the pupils' performance of the schools with 151 – 300 pupils was the lowest. As for the locality assortment, the urban school pupils were much more successful in the testing than the rural primary school pupils. In the Czech Republic about two thirds of the tested pupils attend the primary schools in cities and about one-third the rural ones.

Result	School type	
	Rural	Urban
Total		
Girls		
Boys		

The international research confirmed a series of empirical experience indicating that the educational results of the primary school pupils are to some extent influenced by the city agglomeration size and the primary school dislocation in respective parts of the Czech Republic. From the point of view of the territorial distribution of the Czech Republic into particular regions, the best results were attained by the pupils of the primary schools in the area of Prague and Central-Bohemian region. The worst results in mathematics were shown by the pupils of the North-Bohemian region which has been passing a series of economic and social changes in recent 5 years.

2.5. Literacy of the inhabitants

In 1998, an extensive survey of the functional literacy of the inhabitants was carried out within the frame of the Czech Republic participation in the international survey of the adult literacy level. The survey was guaranteed by a series of major Czech /foreign experts on the adult literacy problems who took part in the SIALS project – Second International Adult Literacy Survey. The survey was carried out by the Sociological Institute of the Czech Academy of Science in co-operation with the SC&C company. The target population covered the Czech citizens within the range of age between 16 and 65. No part of population was a priori excluded from the population with the exemption of young men practicing their military duty who were not accessible, the imprisoned persons, persons living in monasteries/convents and persons residing in the hospital during the entire period of data collection. No national/ethnic minorities of the inhabitants were excluded from the survey. The resulting representative sampling pool contained data on 3,132 respondents⁶. Within the frame of the survey, the functional literacy (FG) was defined as a skill to use printed/written information for the operation within the society, goal achievement and personal development. Within the frame of the survey, the functional literacy concept was elaborated into three personal dimensions:

- prose literacy – knowledge and skills necessary for understanding and utilization of the information contained in various text types – editorials, newspaper articles, prose and poetry
- document literacy – knowledge and skills necessary for retrieval and utilization of information contained in various printed matters as e.g. applications for a job, timetables, debit slips, maps, tables, diagrams and so on.

⁶ The entire pool consists of 3,132 cases, however, it may be concluded from the method of data processing that the functional literacy level may be assessed in only 2520 of them.

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

- quantitative literacy – skills consisting in manipulation with the numbers, i.e. application of appropriate mathematical operations to quantitative data contained in the printed texts.

For each of those three areas of literacy a scale, by means of which the tasks of various difficulty were set, was designed. Since the Czech data were available for the processing much sooner than the data of other countries⁷, the Czech team decided on a provisional estimate of an individual position on the scale using some information of the survey first wave. The provisional form of the scales was subsequently transformed into the scale 0 – 100 points.

Table 17
The average score regarding the three functional literacy dimensions in particular groups

	Population	
	16 – 65	16 – 24
Prose literacy		
Men		
Women		
Total		
Document literacy		
Men		
Women		
Total		
Quantitative literacy		
Men		
Women		
Total		
All three FG-scale average		
Men		
Women		
Total		

Comments:

The signs in the center mean whether the difference between the value for the 16-65 population and that for the 16-24 population is statistically significant. The borderline signs mean whether the difference between the men and women in the particular category is significant; “=” means that the difference is not statistically significant, “**” means that the difference is statistically significant. E.g. the men surveyed in the entire population of respondents (52.450) reached significantly higher average in the document literacy than the women (49.045).

Table 17 indicates the three-dimension results of the basic group of the Czech inhabitants. It may be documented on the presented data what was the performance of the youngest part of the population (i.e. the citizens aged 16 – 24) in comparison with the entire target population; also, the respondents’ results from the point of view of their sex may be compared. Both in the prose (48.038) and the document (52.626) literacy the younger generation reached statistically significant better results than the entire population of the pool (46.163 and 50.701, respectively). In the quantitative literacy, however, the results do not significantly differ from each other (52.357 in comparison to 52.034). The survey indicated that the young people can better process the information if this information is contained in a concrete text or document but when they are to work with the numbers and use some mathematical skills they do not

⁷ The data in their final form and with all essentials will not be handed to all the countries until November 15, 1999.

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

show better performance than the citizens of other age groups. Drawing the attention to the particular results, we may particularly find that better results are obtained by the young women than the women of the older age groups; however, they are only better in the prose (49.040 to 45.657) and document (52.399 to 49.045) literacy, while in the quantitative literacy they show approximately equal performance than the other women of the monitored population. The young men of the 16 – 24 age were not better than the entire male population aged 16 – 65 in any category. However, if the differences between the sexes are evaluated, we may find that while within the frame of the entire population the women's performance is significantly worse in the document and quantitative literacy (e.g. in document literacy the ratio is 49.045 to 52.450) and only in the prose literacy their results are comparable with the men's ones. The young women showed the same performance as their counterparts, their results in the prose literacy are even better on the average than those in the Czech men. A series of the survey data confirmed that the young people obtain much better results in the area of functional literacy than the entire population which indicates not only the entire trend of a gradual labor level improvement due to modern technologies but also the skill to use the information obtained for further areas of personal development passing through apparent transformation of the Czech education system. On the other hand, in the area of quantitative literacy no sufficient improvement has occurred (the young men even show significantly worse performance than the monitored population of respondents). Since the concept of the functional literacy expects a certain skill continuum it cannot be unequivocally said that somebody is or is not (functionally) literate. Within the frame of the survey it was certainly possible to identify the respondents who performed badly in comparison to the rest of the monitored population and showed a very bad functional literacy in the range of the lowest 5% persons of the monitored pool.

Table 18

Percentage of the persons with very bad functional literacy* in particular groups

	Population	
	16 – 65	16 – 24
Prose literacy		
Men		
Women		
Total		
Document literacy		
Men		
Women		
Total		
Quantitative literacy		
Men		
Women		
Total		
All three FG-scale average		
Men		
Women		
Total		

* Persons with a very bad functional literacy ranked in the worst 5% in the frame of the entire population.

** This value directly results from the definition of a person with a very low functional literacy.

National Report on the World UNESCO Program „EDUCATION FOR ALL“ (EFA 2000) Implementation in the Czech Republic

The previous table documents the participation of persons with bad functional literacy in the individual reference groups of the monitored pool. The obtained data indicate that even in the category of the young people there are important differences between the men and women who attain different level especially in the area of the prose literacy. The young Czech women (2.11% women with very bad literacy) are significantly better than the young Czech men (4.86%). The entire level of the prose literacy in young women and men is comparable but in the men group the percentage of those showing apparent difficulties resulting from a low level of the total functional literacy. The statistically significant difference between young respondent population (3.3%) and citizens of the other age categories of the monitored population (5.0%) who differ by their level of the quantitative literacy.

The results of the survey indicate that, among the three monitored dimensions of the functional literacy, the Czech population obtained the best results in the area of prose literacy. In this connection it may be expected to some extent that the results obtained are connected with the historical development of the Czech Republic because during the period of the construction of communism a great emphasis was especially put on the mechanical acquisition of various skills and, on the other hand, the creativity was expressively limited. The respective testing of the quantitative literacy namely included an extensive portion of problems which could be met by an individual in a similar version (percentage calculation, addition and so on), while especially the prose dimension of the functional literacy contained a work with an unknown text requiring a higher rate of creativity for its analysis. Also, the results confirmed the assumption that the functional literacy is especially higher in the young people group and decreases with the age. A hypothesis can be proposed whether this relationship is not caused by the fact that the younger generations reach a higher education on the average; however, even when an educational influence was controlled, significant differences in the functional literacy level could be detected even in the younger groups of the monitored persons. Similarly the results confirmed the assumption of a higher functional literacy level in men than in women with the exemption of the prose literacy where no significant difference was proven between both sex groups. Thus the functional literacy and education are closely connected. During the survey the worst results were particularly obtained by the persons with primary education and skilled only persons – in some cases the results of those two groups did not differ significantly. On the other hand, the groups of graduated/post-doc persons obtained the best results of all. Similarly, the survey confirmed the connection between the functional literacy and the social statute of the inhabitants because even the functional literacy of the individual citizens increases gradually with the social statute growth. The connection of the functional literacy with the social class was similarly confirmed thanks to the class of high and lower professionals and class of half-qualified and unqualified workers.

2.6. Adult education

Without any doubt, during 1990 – 1998 an outstanding expansion of the supply in the area of adult education occurred. However, this development was, to a certain extent, a spontaneous and uncoordinated process without any legislation base. The adult education has been neither in the focus of interest of the political parties nor any state office and has never been any real part of governmental educational policy in recent 10 years. In this connection more or less an underestimation of its importance for both the transformation of economics and that of the society and the global transformation of the Czech educational system as a whole can be

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

spoken of. Some very positive aspects of the existing adult education development can nevertheless be mentioned, e.g.:

- a considerable readiness, flexibility and variability of the offer of mostly private educational activities from long-term educational courses up to highly exacting forms of distance study;
- a mobilizing influence of the developing labor market on the motivation and stimulation of the adults to further systematic education;
- an ever continuously increasing number of the citizens employed in privatized or private companies including companies with foreign capital interest in which the human resources development represents a substantial part of their personal strategy and company culture;
- running restructuralization of the economy resulting in the decrease of employee amount in traditional branches and in their transfer into new branches demanding new higher education and re-qualification;
- increasing salary differentiation respecting the employee qualification level.

The following main reasons for such positive aspects of the adult education may especially be considered:

- maintenance of a traditional high prestige of education in the Czech Republic as a part of the overall cultural level;
- the previous political discrimination of a portion of the inhabitants concerning the access to higher education, particularly to the secondary and university education – produced and still has been producing very intensive compensation response which has been additionally supported by broader opportunities of the professional perspectives of educated and highly qualified people;
- current need to master the knowledge of those branches that were controlled from the ideological point of view or evidently discriminated before 1989 or that were not really applicable on practice under the political system ruling until 1989. At present those branches are recovering a sufficient importance for the success of the social transformation processes tending to the formation of a democratic society, social-market economy and, last but not least, to the formation of new social attitudes and cultural values.

On the other hand, the following negative aspects of the adult education may especially be mentioned:

- splitting of extensive state enterprises or their present uncertain situation and future even considering their qualification needs and necessary development of the human resources;
- increasing long-term unemployment of the inhabitants of some regions of the Czech Republic leading under certain circumstances to an evident decrease of motivation to further systematic education;
- absence of tax allowances which could stimulate the enterprises to a higher effort and interest in their employees' education;
- absence of clear objectives formulated by the Cabinet concerning the economic policy and strategic objectives relating to various economic sectors;
- insufficient information on both existing supply in the adult education area and their quality and the probable development of the qualification demands on existing/future labor market.

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

Before 1990 one of the most important adult education forms in the Czech Republic was the part-time study that was especially provided by secondary schools and universities and that was formally equal to the full-time study form of the secondary schools and universities. The part-time study extent has experienced an abrupt decrease after 1990. However, both secondary schools and universities continue their offer of the part-time study and it seems to be increasing recently. The situation is complicated by a necessary financial participation of the students in the reimbursement of most of the study expenses – the fact handicapping part of the adult population in their efforts to reach a higher professional qualification.

At present, short-term re-qualification courses, which are implemented by a series of the educational institutions by virtue of the Ministry of Education certification, mean another important part of the adult education. However, this form of the qualification preparation is closely bound to the targets and needs of the social transformation, industrial restructuralization of the company/banking sphere and, especially, the existing needs of the labor market. The number of institutions engaged in the re-qualification preparation within the frame of further adult education has significantly increased in recent 5 years because in comparison with the 1991 number (132 institutions) the number of the 1997 accredited educational institutions in the adult education area increased to 348. The re-qualification course scale is very broad and comprises various types of the professional preparation to a series of professions especially in the area of the service trades (e.g. masseur, tourist guide, accountant, tax adviser and so on). Especially, accounting and computer technology have been ranked very high as for the professional interest since a long time. Since 1995 some worker's professions have been demanded.

While in Europe the concept of an open/distance study has been developing since the 1980s, an intensive and, especially, systematic development of the distance adult education which could solve the development of the Czech Republic citizens education is so far in the stage of organizational/legislative preparations on the level of the state organs and institutions. In 1992 – 1994 basic conditions for forming university-based distance study in particular were created under a substantial support of the University Development Fund. These activities initiated the establishment of Czech Association of Distance University Education with 28 universities and faculties at present. In connection with the increasing success of the Open University, which has been active in Prague since 1990s, and popularity of the distance language courses, which have been particularly provided by private language schools, this trend seems to be a very promising condition for the development of the open/distance education in further years especially in connection with the possibility of the establishment of private universities offering any type of the university education. At present over 50,000 students have been enrolled in the distant study, however, they are still concentrated in a small amount of the educational institutions. The number of smaller and traditional collegiate institutions offering this form of education has substantially increased in recent two years.

The adult education opportunity supply is predominantly formed on the basis of an individual demand survey which is entirely and, to some extent, in a scattered way carried out by the individual educational institutions. One of the most important problems in this area of education is the quality of the programs offered. As a matter of fact, at present no warranty that could be able to guarantee the quality of education and its systematic control by the state organs of public institutions exists yet. To some extent but not in full, there is an exception of the re-qualification courses which are accredited by the Ministry of Education itself. In this case the accreditation is connected with the fulfillment of a series of entry conditions. Only the educational institution providing the educational offer itself verifies the knowledge and skills acquired, if it does it at all. In the area of the existing part-time study,

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

where the quality control forms a part of the common rules, the situation is different. Most of the educational activities organized at present by the adult education institutions only rarely indicate a qualification standard which should be reached by the student after his/her education is over. In a limited extent some positive changes in this area may be seen in the cases of some institutions offering guaranteed certification of their educational services including recognized international validity of the certificates acquired.

As for the educational process itself, it may be stated that no obligatorily required and practiced warranties of the quality of education exist so far for the quality evaluation of the educational programs, study materials, tutors and organizational assurance. So far the situation shows that the adult education institutions are by no means – apart from partial, often-isolated comments of the participants or Labor Exchange – motivated to the educational process quality increase. Due to their material, personal and financial conditions, some of the now operating adult education institutions are not even capable to reach a more significant progress of the educational process quality.

The fact that there is no effectively operating information system that is necessary at present and that could be used by the relevant central organs of the state administration for regulation measures and motivating state support seems to be a significant disadvantage of the present adult education system. A good information system is necessary not only for the adult education institutions themselves to develop their mutual cooperation but also for the employers and, last but not least, for the individual potential users of these services to obtain necessary information about the offer of the relevant educational opportunities.

2.7. Education for a better life and its task in the living standard of the inhabitants

As mentioned in the previous part of this National Report, at the end of the 1990s a general concept of the school system has been elaborated and approved by the Cabinet. This concept is primarily aimed at the adjustment of the Czech educational system to the requirements which are raised by the development of both our and the European society. This concept is based, from the program point of view, on the principles of free and plurality democratic society which – unlike the development in the previous period – especially:

- concedes the responsibility of his/her own fate and taking over the personal share of the responsibility for a collective decision to every person (and, simultaneously, calls for it)
- strives for equal opportunities for everybody and for removal of the obstacles hindering their development.

In this sense, education is considered to be a basic human right and a universal human value and its objective has been derived from both individual and social needs. Therefore, the education is not only bound to the knowledge and cognition but also to all activities, behavior and conduct of a man in the social and labor environment, to the entire human personality in its all dimensions and relations to other people and to the society as a whole. Thus even the education consists of more dimensions. It is simultaneously aimed at the personal development level, an individual citizen's formation and professional preparation of a worker. Just this mentioned order of priorities of the contemporary governmental policy puts the stress on the role of education for an undepreciated personality formation. Within the levels mentioned above, the educational system particularly aims at the following development of the citizen's competence and social function of the education:

- The development of personality including both process of culture and self-realization of any individual and the largest development and exercise of his/her potential as possible.

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

Thus the human development represents the basic objective which is necessary not only from the individual's point of view but also from the point of view of the society.

- Enhancement of the coherence of the society. The educational system is one of the main integrating forces today, not only regarding the transfer of knowledge, values and common traditions but primarily assuring the equal approach to the education and equal opportunities, balancing the unevenness of the social and cultural environment. A different educational level has been becoming the most decisive characteristic of the differences in the society.
- Support of democracy and citizens' society. The democracy necessarily needs intelligent, critical and independently thinking citizens with the feeling of their own dignity and with respect for the other. Besides that, the school is the first social environment the child enters to from the family influencing the child immediately, every day, for many years and at many levels: by the character of the teacher-pupil relation which is based on a mutual respect; by the formation of the school as a democratic community of equal partners excluding authoritarianism and manipulation; by the entire arrangement of the educational system, its openness, balance of the competence at individual levels and involvement of all partners.
- The education for the openness and co-operation in both European and global society extends its previous aim by further level of requirements. It means to live without any conflicts and negative attitudes not only in the community of other people but also other nations, languages and cultures, to be able to accept and respect even substantial differences between the people of today's globalized world without any feelings of jeopardy or own superiority and to remain self-confident and self-assured enough.
- The increase of the personal employment rating, i.e. ability to find a job and to remain permanently productive on the labor market. It needs to orient the general and professional education to the increase of flexibility and human adaptability, creativity and initiative, independence and reliability takeover. It means to enhance the portion of general education, to create a broad base of the professional education and to realize the key skills.

The order of the contemporary school tasks is changing by that; it is especially based on the attitude formation, skill acquisition and knowledge assumption. Necessary components of the education seem to be then key/life skills. They include above all the tools, techniques and social skills. The report of the UNESCO international commission (headed by J. Delors) mentions the following new competence as basic pillars: to learn to cognize, to learn to proceed, to learn to live together, to learn to be.

3. Strategy and plan of the “Education for All” project development

3.1. General principles of the curriculum reform

After 1990 a new concept of the school curriculum was introduced in the Czech school system. It was something new and even undesirable from the ideological point of view in the Czech educational environment until the 1980s. Since 1990 the school curriculum concept has been utilized in the draft educational reforms and especially in some transformation projects. Similarly, the word “curriculum” was introduced in the new Czech pedagogic dictionary (1995), however, the attempts to find a Czech equivalent failed. The proposed words “subject matter, content of the lessons, educational program” do not namely perceive the complex meaning of the term and are only used to designate some of its aspects. It was especially the internationalization of the pedagogic terminology reflecting the need of comparability in the survey of educational phenomena in both European and global dimensions that helped to the legitimization of the word “curriculum” (in Czech language “kurikulum”). The specification of the term curriculum was especially important for the unification of the pedagogic terminology, school documentation and an effective communication of the active members and partners of the educational process. However, the concept of the term is not unequivocal yet. Its interpretations reflect the differences between the concepts and theoretical frameworks they are based upon. Even prestigious international encyclopedias and dictionaries do not identify themselves with each other in its interpretation. In the Czech Republic the interpretation of the word mostly reflects two meanings – the educational program, project, plan and, on the other hand, a volume of experience obtained by the pupils during their educational career.

Within the Czech school system, the decision on the fact what should be the objective and content of the tutelage, how the subject matter should be arranged in the course of the school attendance and how the activity of teachers/pupils should be organized in schools was traditionally left to the central state office – Ministry of Education, Youth and Physical Activity. Since 1990 the changes of the understanding and implementation of a series of curriculum documents have occurred simultaneously with the conceptual and structural changes of the educational system. In some cases those curriculum changes occurred as the first stage of the transformation changes, in other cases they resulted from the establishment of new school types and new education branches. The constitution of a democratic plurality system, enforcement of human and citizens’ rights and a free circulation of information, ideas and cultural values were the decisive factors. The spontaneous initiatives of a series of pedagogic activities and civic/professional associations, stimuli of alternative pedagogic trends and the announced programs of the official state school policy – they all were the sources of the curriculum development. An important step to set the curricular normativism free was done by the decision of the Ministry that gave all the state school principals the right to:

- adjust the didactic plan within the extent of 10% lesson allocation
- adjust the content of the curriculum in individual subjects within the extent of 30% lesson allocation, both due to proportion change and supplement/elimination of the subject matter
- create the school’s own educational program, which, however, must be approved by the Ministry of Education.

In recent 10 years, the principles which are common for the implementation of the curricular changes in general/professional education, based on democratization, humanization, plurality and diversification of the school curriculum and which are on the transition from a directive-

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

administrative concept to a participation one have played an important role in this process. As a social phenomenon and a complex tool of the educational system regulation, the curriculum is a result of complex decision processes. In those processes, the representatives of the groups of direct educational process participants (principals of schools/teachers), experts (branch specialists, psychologists, professional curriculum makers), school administrators (school supervisors), politicians and social partners of the school (parents, local municipality representatives, education products users – employers, higher-degree schools and Labor Exchange Offices) have their defined competence. On the state level the decisions on the national curriculum and its legislative confirmation as a political document are taken. The enhancement of social partner influence on the curriculum formation is an apparent and ever growing trend that can be seen since the beginning of the 1990s. The decision on the national curriculum framework is a matter of the competent group representatives taking part in the national curricular (educational) councils. The national curriculum standard is a result of a general consensus on functions, objectives, core content and rules of implementation in various school types. The curriculum designers are responsible for the formal shape of the curriculum; the Parliament is responsible for its passing as an Act form.

The first steps of the curricular transformation were implemented as an immediate response to the most intensively felt problems in the educational system. They initiated a dynamic process often accompanied with conflicts and clashes of opinions tending to reconceptualization of the educational content and Czech curriculum policy. The initial stage of this process showed the features common for all Central-European post-totalitarian countries:

- legislative opening of the space for the ideological plurality with direct consequences in the art subjects, formerly strongly ideologized, especially in civics, history and literature, and with a possibility of religious tuition
- cancellation of obligatory Russian language lessons and introduction of a possibility to choose the foreign language
- cancellation of normative unified educational plans and curricula connected with the reduction and enhancement of the content diversity
- recognition and confirmation of the teachers' self-control regarding the didactic procedures and organization of the lessons
- abolishment of the state monopoly on the textbook production.

The curricular movement in the real environment helped to the increasing diversity of previously uniform curriculum and to its higher flexibility. The humanity/art area was supported; the optional subject offer increased and its vertically increasing rate of their time allocation supported the school diversity. The liberalization of the curricular policy substantially stimulated the creativity and innovation of initiative schools and teachers; however, many of them were not prepared for such a situation. The principal and necessary conceptual changes of the objectives and content of the general education were not implemented in the first half of the 1990s because the old subject matter content of most of the compulsory subjects continued to be in force and only were revised or “lifted” by partial reductions, introduction of new themes or substitution of the old terminology by a new, “democratic” terminology. The ideologically influenced objectives of the education were removed, however, no new objectives, respecting the values and principles of the democratic society were formulated. The changes of the educational content were implemented by an incomplete and isolated method within the traditional subject framework. Similarly, the relationships between the finding–skill–attitude components of the school curriculum were not laid. The attempts to work out pedagogic minimum at the beginning of the 1990s obviously were not a conceptual solution. The elimination of the target structures and, on the

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

other hand, an inadequate liberalism led to the formation of many curricular alternatives, especially in grammar schools and secondary professional schools and caused new problems and unexpected negative consequences in the area of the high school graduates education, manifested especially:

- a) in misgivings and unclear criteria in approval of the alternative educational school programs
- b) in transfers of the teachers to other schools
- c) in acceptance to higher school type
- d) in constraints of the teachers or in resignation of many schools to formation of their own curricular projects.

Due to those often spontaneous changes some concerns regarding violence of the compatibility and coherence of the general education common base and its possible disintegration appeared. A need of a clear specification of the curricular framework, the target structures and common subject matter, necessary to assure the following things was felt in the school system:

- a) educational standard
- b) social equity and democracy of education
- c) cultural coherence and communication in the society.

Since 1993, a long-term curriculum reform should have become one of the principal priorities. However, the reform only started in the second half of the 1990s. The disintegration of the normative curricular model partly initiated the contentual innovation implemented by a portion of the primary and secondary schools and facilitated the diversification of the subject matter plans and subject curricula in particular, which was utilized by part of the schools. However, a need of a regulation of the complex-interpreted school curriculum creation, educational standards formation and new curricular documents supporting the educational standard implementation came into existence.

3.2. Transfer to basket educational standards and variable educational programs

Strategy of the curricula reform in the context of the educational system/policy development was laid in the program “Quality and Responsibility” (Ministry of Education, 1994). The program expected a principal but continuous reform of the curricula which is monitored and tuned by the state. It put the stress on the school curriculum changes corresponding to the state demands for the school education and providing for the quality education for all in a diversified supply. This strategy unquestionably corresponded with the principal orientation and trends in most of the developed European countries because the educational standards were understood to be tools of curricular policy of the state, the model educational programs an offer for the schools facilitating the formation of the school educational programs. In this sense, the schools should have become a focus of the curricular reform implementation and an environment of a participation curricular policy. However, the program elaborated by the Ministry of Education has not come through a broader discussion and has not been codified by the state. Unlike the other European countries where the programs of curricular reforms are the matter of the Acts, it remained a tentative document. After 1993, the role of the central offices in the school curriculum formation was enhanced. This “recentralization” trend may also be seen in other post-communist countries even if they differ from each other in their strategies and output character. In the Czech Republic the influence of the center was

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

projected in the regulation of the innovative curricular programs support, attempts to form the evaluation criteria, monitoring of the educational programs preferred by the Ministry and attempts to establish the National Curriculum Council. However, substantial changes especially consisted in the beginning of the development of the new curricular document system with emphasis put on the educational standards. The new curricular document system formation is not complete even at the end of the 1990s. A survey of the present state of the curricular documents is given in the following table:

**System of Curricular Documents in the Czech Republic
(As of December 31, 1998)**

Type of the school	Educational standards	Educational programs	School programs	Evaluation standards
Primary school	Standard of primary education (1995), approved by MŠMT	Primary School (1993) Civic School (1994) Elementary School (1996) National School (1997)	Isolated experimental and alternative schools are subject to MŠMT approval	Development of the evaluation criteria on progress
Grammar school	Standard of education of 4-year grammar school published, not approved by MŠMT	Not created, in force is: basket educational plan, curriculum	Within the competence of school principals; very diversified, alternative ones subject to MŠMT approval	Partly substituted by the project “Maturita 2000” (i.e. “GCE 2000”) under development
Vocational schools	Standard of the secondary professional education: basic curriculum (1997), approved by MŠMT	Model programs for part of the lines formed, they are gradually added; also, the curricula are used	All schools; the programs are subject to MŠMT approval	The development started

The existing development of the curricular policy and formation of the curricular document system formally copies the European Union trends; however, its strategy is not clear and lacks a systematic consistency. The national curricular organ has not been established yet and there are no national curricula with clear conceptual program and innovative orientation even in the form of an ideological project. The existing educational standards are very descriptive so far and do not contain the targets that should be reached by the pupils in respective stages of their education. The situation differs at the individual degrees and school types from each other; let us characterize it by a following short annotation:

Primary schools

The standard described general educational objectives, specifies special objectives and core subject matter in 6 areas: lingual, mathematical, art/humanity, esthetic, health lifestyle, labor activity/technology. The specific objectives and core subject matter are specified in the form of thematic spheres in individual subjects, separately for the 1st and 2nd degree. Most of the primary schools implement the educational program “Primary school”; the minor part of the schools has only implemented the program “Elementary School” in some of the classes. The new educational program “National School”, created by a group of initiative practitioners, aroused relatively small interest. The program “Waldorf School” has been implemented by 5 schools only. However, any interesting and innovative programs, developed within the frame of the experiments approved are very rare and on the verge of interest of the pedagogic community.

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

Grammar schools

In their lower classes, the grammar schools with extended period of education follow the primary education standard. The standard of 4-year grammar school has been constructed in a similar way as the standard of the primary education with the emphasis put on the “academic” orientation of the pupils to university studies. It sets general objectives and core subject matter for the following areas: lingual, art/humanity, mathematics/informatics, natural sciences, esthetic, health lifestyle. The specific objectives and spheres of the core subject matter are laid in fifteen individual subjects. The curricular concept projecting into the approved standards has been so far oriented more or less encyclopedically and its implementation is especially supported by the demands of some universities. The diversity of the implemented school curriculum is also questionable.

Secondary vocational schools

In the area of secondary vocational schools so far disintegration and unconceptual approaches and inconsistent implementation of the approved educational programs occur. A positive step has been done by the establishment of an educational standard which was, being the only one in the Czech Republic, verified experimentally within the frame of a PHARE pilot project and brought positive conceptual changes corresponding with the European trends. It consistently supported the principle of two-step curriculum; the basic curriculum, as a standard, expresses the compulsory objectives, key competence, contentual spheres, ratio between the general/vocational components and other characteristics in relation to the particular levels and branches of the vocational education projected into the school curricula. The school curriculum then specifies the standard in its own educational projects. Every school may profile its own project with respect to the regional needs of the labor market and, especially, to the interests of the parents and pupils. A special category of the basic curriculum of the secondary vocational schools is formed by the key skills of the pupils: communicative, personal and interpersonal ones, ability to solve problems and problem situations, numerical applications, use of information technologies.

However, no general rules for the school curriculum formation as a strategic plan of the school development and corresponding with the needs of the “clients” have been laid. In the program “Quality and Responsibility” (1994) an idea of a gradual accreditation of school educational programs was considered, however, those problems have not been solved systematically since then. Most of the schools prefer the model educational programs and teaching plans modifications but no proper original school curricula are formed. The principal reasons of this situation are as follows:

- bureaucratic procedures of the school educational programs approval and introduction of original programs to experimental ones on the basis of unclearly set criteria
- prevailing conservative approaches of the schools and teachers to innovations
- limited funds for the over-the-standard curricular activities
- unreadiness of the curricular management and underestimation of the teachers’ team work importance.

3.3. Concept of the mother tongue tutelage and trend of changes due to the needs of the European intercultural communication

In the mother tongue tutelage concept, a general trend to the communicative and situational approach and intensification of the lingual education prevails in the Czech Republic. This is namely the orientation of the mother tongue tutelage within the standard of the primary education, enhancing the base of the pupils' communication competence. Part of the foreign language tutelage is formed by an intercultural dimension covering the facts about the country in question or countries in which the respective language is spoken, especially a specific attention to the history, social and political life, culture, art and traditions. The trend to abandon the direct foreign language teaching based on a certain cultural anonymity to a comparative principle is just important for the understanding of cultural/social phenomenons, which are important for the international and European communication. In recent years especially age-specified aspects have been enhanced in the work with foreign language text within the frame of the lingual tutelage. For younger pupils it is based on making acquaintance with the literature for children by means of adapted and selected original texts; as for advanced pupils and particularly secondary school pupils it is based on the work with more exacting texts chosen not only from fiction but also texts of forms, newspaper/political documents and materials. Similarly, in secondary vocational schools an emphasis is put on the effort to instruct the pupils working with foreign professional and technical documentation. New competence that should be developed by the foreign language teaching consists in the foreign language medial skills allowing work with Internet and a broader knowledge on the European languages position in the global context. In this respect there are many unused and so far unimplemented areas in the foreign language curriculum in the Czech Republic. Comparing the mother language standards for primary/secondary schools there is no clear difference in the objectives and demanded skills, especially in the intercultural area of pupils' education. As for the secondary schools, the Czech School Inspection finds significant differences in the foreign language teaching quality between particular school types, however, the general trend indicates an improvement of the language skills in recent years when the pupils with much higher language motivation enter the secondary schools. On the basis of the empirical findings it may be stated that the foreign language teaching has been so far neglected from the point of view of the pedagogic research and branch didactics not only due to the method innovation but also to the intercultural aspects of the foreign language education.

3.4. Key competence of the pupils in the curriculum

The curricula of most of the developed European countries keeps up with the changing character of the educational environment and with the needs of the innovative teaching which is oriented on the lifelong education. In this sense the conceptual base is a model of proactive person who is not only able to use his/her knowledge and skills and adequately decide on his/her personal, vital and occupational situations but also can receive stimuli from his/her social environment and preconceive the new complex situations, find alternative solutions and evaluate their results. He/she is able to adapt himself/herself in the changing labor/life environment, to cope with new activities and their complex character, enter the new relations, accept various roles in a team and to keep his/her human, civic and cultural identity. Such skills, called key competence, form a focus of an intensive interest of the pedagogic community in a frame of the Czech school system. To some extent the implementation of

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

curricular documents that form a basis of the contemporary school practice started. Primarily it is a new educational plan entering in force on September 1, 1991 and respecting the existing organizational division of the primary school into the 1st and 2nd degree. In the 2nd degree segment of the educational plan of the primary school beginning in the 6th grade, the total amount of classes in selected subjects (geography, history, natural science, music, art, physics and chemistry) has been divided by the schools themselves in accordance with local conditions and school curriculum concept. As for the subjects Czech language, mathematics and foreign language, the primary schools may choose minimum or selected class allocation. The optional classes seem to be an important element of the primary school educational plan. In connection to the new educational plan, basket-teaching programs were elaborated for all primary school subjects. A tendency to approximate this primary degree of education to the specifics of the child's cognition and world experience in order to overcome a preliminary scholarly approach and overloading of pupils is reflected in the concept and teaching programs of the 1st degree of the primary school. The teaching programs of the subjects "basic knowledge", science and natural and homeland study have had a complete new concept. The teaching programs of the 2nd degree of the primary have been specified only to the extent of the "basket programs". The subject matter has been reduced and the teacher has an opportunity to adjust the teaching in accordance to his/her ideas, respecting the conditions, location and orientation of the school and the level and interests of the pupils. In most of the thematic complexes free topics to a possible amendment of the content are given. During the primary school transformation a discussion and practical experiments in selected schools were held in the area of differentiation which was carried out unmethodically at the beginning of the monitored period. Various approaches, from external differentiation up to various alternatives of the internal differentiation, using the optional subjects, extended classes of some subjects, possibly alternatives of the principal mandatory subject teaching programs were manifested. Also, an educational plan of the extended mathematical classes, science subjects, foreign languages, music, art and physical education has been introduced for the primary school pupils showing a profound interest in a certain educational area. However, neither the assessment of such attempts nor the theoretical problem processing including foreign experience evaluation has been carried out yet. During 1993 – 1997 four alternative educational programs (Primary school, Civic school, National school, Elementary school), which have been mentioned in the previous chapter and which selection is carried out by the individual primary schools were elaborated. In recent ten years the image of many primary schools changed to a great extent. Their atmosphere change may primarily be considered a positive change. The pedagogic self-consciousness of the teachers has increased along with the school autonomy and liberalization trends in the curricular documents. In particular, the fact that they may influence the educational process using their own creativity works very positively. Also, the fact that the curricular documents are perceived as basket programs and educational offer and not as normative materials is very positive. However, the present development of the "Education for All" project implemented in the primary school indicates that the submitted educational supply in some schools does not always affect the quality of the educational process and that in many cases it has been oriented to attractive themes only (e.g. foreign languages, optional subjects, extracurricular activity and foreign contacts). Similarly, some other defects of the general education persist. The one-way communication from the teacher to the student, the directive management of the pedagogic process by the teacher with small space left for an independent activity of the students and for their creative complicity, various forms of the communicative teaching and education seem to be encumbered by inertia. The stress on the finding and knowledge range persists and a sufficient orientation to a more general

competence formation that could tell in the practical students' activities is missing. In this respect no consensus has been found for the evaluation and classification of the students.

4. Management and decision-making in the school-system/education problems

4.1. System and legislation changes in the area of school system management

During the transformation of the educational structure a new system of the school management/control was built simultaneously with the changes in progress. From the very beginning, a principal question of the necessary changes of the control system has been solved in the area of the state administration and self-administration in the school system in order to transform the system from the unitary-administrative, political tool for schools', teachers' and students' control to a democratic and humanitarian system corresponding to new social conditions and needs. Even if the full answer to this question has not been sufficiently defined yet, as early as at the beginning of 1990 new legislation provisions oriented to a principal solution of this central theme of the Czech school system were issued. In 1990, the Act on the primary and secondary school structure was amended (No. 29/1984) and, among the new Acts, a legal standard which is the most principal for the management was passed – the Act on the state administration and self-administration in the school system (Act No. 564/90 Code). In many respects, both the above mentioned legislation documents opened the space for a new education development. Under their influence the central-administrative school system management was unblocked especially regarding the schools which competence grew. On the other hand, in many respects, especially regarding the establishment and influence of the self-administrative organs and municipality/social partner powers further changes cannot be unequivocally considered positive. Some facts mentioned above (and also other ones) indicate that in the initial period of the transformation process some centralization trends and management system elements were enhanced as a result of the type of the branch management. The words “branch management” meant in fact that all problems regarding education were transferred to the Ministry of Education and, as for certain specified education lines (e.g. health system, industry, agriculture), to other central ministries. Despite many questionable facts of the area of the school system management that used to be simultaneously implemented by several ministries it may be stated that a principal change occurred due to the erosion of the state monopoly of the educational supply. Similarly, the area of state office administration and self-administration has passed a thorough change. In the first half of the 1990s an apparent attenuation of the state managing functions was felt due to the development of school self-government and an abrupt growth of the private schools. The directive methods under the power decentralization conditions and the delegation of the powers to the schools were only partly substituted by indirect management methods that showed sometimes a low efficiency. Under this trend the first grant programs of MŠMT and implementation of a series of developing programs and funds (e.g. EXTRA, CDCC Teacher Bursaries programs and so on) started. Also, the Czech Republic participation in the UNESCO Education for All world program may serve an example of it. Among other, the Ministry of Education has clearly laid the principles of the relationship between the state and the school system including access to private schools.

The Act No. 29/1984 Code on the primary/secondary school structure (School Act) is a fundamental school act which has been amended several times recently. A very substantial amendment was carried out by the Act No. 171/1990 Code which significantly enhanced the school independence in its capacity of a legal subject and by which the compulsory school

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

attendance was cut to nine years, grammar schools with extended period of education were introduced, optional teaching of religion was introduced and a possibility was admitted that the vocational training expenses of the apprenticeship students may be reimbursed by the state. In accordance with the Article 24 of the Constitutional Act Novel No. 100/1960 the establishment of private and church schools was enabled. The level of education reached in those schools considered equivalent to the level reached in any state school on the condition that those schools form a part of the school network.

By the Act No. 522/1990 Code the conditions of the establishment, cancellation and transfer of the secondary apprenticeship school property were set. By the act No.190/1993 Code legal conditions for the reimbursement for the education in schools which are out of the primary/secondary school structure were enabled; later on, this part was cancelled by the Constitutional Court of the Czech Republic by its decree No. 49/1994 Code. The Act No. 134/1993 Code enabled the establishment of private/church primary art schools. The Act No. 331/1993 Code set the essentials connected with the financial fund allocation from the state budget to the salaries of the pedagogic workers and other workers of the secondary apprenticeship schools (SOU), text-book, teaching aids and school requisites costs for the students of SOU.

A very significant School Act novel passed in the form of the Act No. 138/1995 Code by which the categories of High Vocational Schools and Practical Schools were introduced and the schools, pre-school facilities and school facilities were allowed to be established as a legal person with one management. The former, strictly set duty of the primary school to obtain legal subjectivity was cancelled. Also, the Act introduced the school duty to keep given pedagogic documentation. The rules for the students acceptance to the secondary schools were better laid, the transfer to the nine-year compulsory school attendance within the frame of the primary school was completed. The opportunity to establish the lower classes of the grammar schools with extended period of study without any study sequence was cancelled. The possibility of evening courses/extramural studies was introduced for the private schools. The Act was called with respect to the introduction of another educational degree and the respective school type (High Vocational School), in which the paid education can be offered even in the state schools: the Act on the primary/secondary/high vocation school structure – School Act.

The Act of the Czech National Council No. 564/1990 Code on the state administration/self-administration in the school system amends the School Act in the administration and process area. The Act has been amended three times. By the Act No. 190/1993 Code the collection of financial contributions in order to settle the non-investment expenses of the kindergartens, public nurseries and school clubs and the conditions under which the legal guardian may be relieved from this payment was enabled. Also, the duty to settle part of the non-investment expenses by a municipality in the case that the pupils attend the school in other municipality than they are living was set.

The School Act novel No. 139/1995 Code aroused important changes concerning the legal conditions of the school/school facilities registration, possibility to establish the school councils and informing about the school facilities by means of annual school/school office/Ministry of Education reports. School/school facility funding was normatively set per student; the activities of district school councils and school offices were adjusted. The powers of the Czech School Inspection have been sufficiently enhanced.

The Act No. 76/1978 Code on the school facilities characterizes the pre-school facilities, the facilities of special interest, convalescence and advisory characters, reformatory facilities, protective/preventive/special education facilities and other facilities. The Act has been amended five times and its full wording was issued twice. The Acts mentioned are in

National Report on the World UNESCO Program „EDUCATION FOR ALL“ (EFA 2000) Implementation in the Czech Republic

accordance with the provisions contained in Art. 16 par. 3, Art. 25 par. 2a and Art. 33 of the Deed of Basic Rights and Freedoms (hereinafter “Deed”) or possibly they are based on it. However, there is a certain problem concerning the application of the Art. 33 of the Deed mentioning the right for education, i.e. result of education; this cannot be provided for every citizen from various reasons.

4.2. The state administration role in the “Education for All” program

From the very beginning of the transformation process, the school/school facility principals, municipalities, school offices, Czech School Inspection, Ministry of Education, Youth and Physical Activity and other central state administration organs (e.g. Ministry of Economy, Ministry of Health, Ministry of Agriculture and several other ministries establishing the schools and school facilities) have been considered the subjects of administration and state control within the school system. At the beginning of the 1990s a decisive part of the total management and control in the area of education has been entrusted to the competence of the central school organs which are Ministry of Education, Youth and Physical Activity, the school offices controlled by the ministry and the Czech School Inspection. The Ministry of Education, in its capacity of a central school system organ and in accordance with the Act on the state administration and self-administration in the school system controls the state administration and creates conditions for the implementation of the educational objectives. The ministry does not only provide for the formation of the concept, strategy of the school state policy and preparation of relevant legislation but also most of the activities of this central organ are oriented to operative control jobs. MŠMT ČR controls, among other, the state secondary and special schools, is their direct founder, creates their network and appoints their principals. Besides that, there are many operative tasks fulfilled by MŠMT in the funding area and material provision of the school system in the area of personal policy, investments and in the area of social care, physical activity and sport.

The Czech School Inspection is an important organ in the area of the educational quality control and methodical school instructions. This centrally controlled control organ is active in 86 districts of the Czech Republic and is oriented to the primary/secondary/high schools and pre-school/school facilities activity. In accordance with the law this organ particularly controls the educational activity results, the level of professional and pedagogic management, personal and material conditions of the educational activities, efficiency of the utilization of funding and observance of generally binding regulations in the school system area.

At present there are about 350 inspectors of the Czech School Inspection providing for about 15,000 schools – 40 on the central level and 310 in individual districts. There are about 40 schools and some other educational facilities per one inspector. The planned amount of inspectors has not been complete in recent five years. The parliamentary organ, Council for Research, Education and Culture, fulfils very actively its controlling/initiation duty on the level of the central management and school administration. In the Senate, the Council for Human Rights, Research and Education is also very active in the school system area. There are groups of advisors connected to the senior management of MŠMT ČR where various organizations of special interest, professional associations and teachers'/parents'/other partners initiatives are represented. There are very close connections between MŠMT and trade unions of teachers and other school workers.

After the regional administrative organs were cancelled in 1990, the connecting links between the center and the schools have been formed by the new established district school offices which are independent on the general state administration (district offices) and which are

National Report on the World UNESCO Program „EDUCATION FOR ALL“ (EFA 2000) Implementation in the Czech Republic

controlled directly by MŠMT ČR. These offices control the pre-school facilities and 1st/2nd cycle school within the following extent and according to the principles set by the Ministry of Education:

- 1) They primarily appoint the primary schools established by the municipalities and other subjects (endowments and private persons) to the network and establish some schools and school facilities in their own capacity.
- 2) They allocate the funds to the schools and school facilities.
- 3) They take the measures based on the school inspection results and appoint/recall the primary school/pre-school facility principals.
- 4) They supply methodological help and various services concerning primarily the economic-financial problems to the schools, often agreement-based.

It may be stated in general that the school offices are predominantly aimed, due to their mission, function and structure, at the economic-financial, pedagogic-organizational and administrative tasks. Those tasks will be, based on the 1996 Act on the regional administrative areas setting 14 regional administrative areas of the Czech Republic, carried out by the regional administrative areas (VÚSC) with the beginning in 2000/2001.

4.3. The role of the self-administration organs in the “Education for All” world program

After 1990, most of the schools, pre-school and school facilities have gained extensive powers. In comparison to the conditions before 1990, when the self-governing behavior was limited, the schools have obtained possibility to an independent financial management and they are considerably free concerning other personal/administrative questions and, to some extent, the pedagogic questions. Full responsibility was transferred to the school principals not only concerning the quality and efficiency of the teaching process but step by step even for the financial management of the school, labor recruitment/dismissal and relationships with the municipality and the public. All schools controlled by the state became independent legal subjects and also all private and church schools emerge as fully independent legal subjects. The municipalities (municipal offices and local boards) are an independent element of the administration and self-administration within the school system in their capacity of the school founders. In accordance with the Act No. 564/1990 code, they are obliged to create conditions for the obligatory school attendance fulfillment; also, they provide for other tasks. In accordance with the above mentioned act, the municipalities constitute and control the pre-school facilities and primary schools from the financial management point of view. In bigger villages and cities they provide for the boarding of the pupils and care for the lower classes pupils even in addition to the period of classes. Along with these duties, the municipalities enforce their own interests and interests of their citizens – parents as for the quality of education in the schools they constitute. In bigger cities commissions elected by the local boards and in which two-fifths represented the schools and pedagogic workers were established in accordance with the law. In individual primary and, especially, secondary schools a similar function is carried out by the school councils which are self-administrative organ of the school formed not only by the pedagogic workers' representatives, parents but also by the students. The municipalities control the highest amount of the primary schools, providing for the investment and operational expenses of the primary schools and kindergartens and sharing 37.6% total costs on the kindergartens and 35.2% total costs on the primary schools. MŠMT ČR is the founder of most of the all-type secondary schools. After the regional administrative areas are established, the competence of those organs will

National Report on the World UNESCO Program „EDUCATION FOR ALL“ (EFA 2000) Implementation in the Czech Republic

comprise not only the founder's function of all the primary and secondary schools but also their activity in their funding and investment development.

The transformation process of the educational system in the Czech Republic, since 1990 tending to its liberalization, democratization and humanization, meant enormous demands on the changes in the area of management and administration. In the period 1990 – 1995, a controversy between the supporters of the central-oriented and liberal democratic concept of the school policy was characteristic. Until 1995 this controversy inhibited the clearly laid objectives and school strategy policy setting. In the area of management these discussions influenced a series of various concepts, reaching from the concepts preferring market principles to the concepts expressing the need of changes but preserving the “status quo” as for the traditional school functions and its management.

5. Cooperation of state/non-state organizations in the “Education for All” program

5.1. Developing programs in the school system

Since the early 1990s, the running transformation of the educational structure has been supported by many teachers, special interest/professional groups and creative schools. An integral part of the process was represented by a series of special developing programs that were oriented to the financial support of spontaneous activities of many schools and pedagogic workers. As for the lower school degrees, two programs – ExTra and Primary/secondary school system development program – were formed. The ExTra program was announced by the Ministry of Education for the first time in 1992 as a program of the educational initiatives support. Its name has been derived from the Latin saying Verba Movent, Exempla Trahunt and its basic objectives were laid as follows:

- to support and appreciate, both from the moral and financial point of view, the creativity, activity and invention of the teachers, principals and other school system workers
- to help to identify the key problems of transformation, to verify the methods of their solution and to obtain information about the direction of the future development and intensities of relevant developing trends.

The funds connected with the ExTra program did not get to the school system as part of the budget but they were allocated to the school on the basis of a selective procedure organized every year after the program has been announced. The number of projects accepted has continually increased from 70 in 1992 up to 235 in 1996 and simultaneously the financial volume has increased from Kč 3.6m to Kč 62.5m in the same period. The primary/ secondary school system development was announced in 1993. The main objective of the program consisted in the support of creativity and pedagogic work innovations. In the following 5 years every year nearly 1,200 projects were submitted and the funds offered have reached Kč 45.2m.

In accordance with the 1990 UNESCO program statement, the Czech education took part in a series of programs financed from the funds of technical and economic assistance of the European Union to the Central and Eastern Europe countries (PHARE). The most important programs of them were the PHARE RES program – the Recovery of the school system - and PHARE VET. The PHARE RES program was aimed at the analysis of the Czech educational policy development after 1989, further education of the teachers, international evaluation studies (IEA), support of the foreign languages education, new information system formation and development of a non-university sector of the tertiary education. Within the frame of the

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

PHARE VET program, a tentative verification of a new type of widely profiled secondary vocational school in 19 secondary vocational schools and secondary apprenticeship schools started in 1994 under the guidance of the Ministry of Education and Ministry of Economy.

5.2. Pedagogic research

The curricular research in the EU countries represents one of the most developed areas of the pedagogic research. Since the 1960s a series of fundamental studies influencing the curricular theory and formation of new curricular projects has been published in both its critical and constructivistic stream. In the 1980s they focused on the substantial problems of the national curriculum in the historical, social and international context and on the decision-making processes of the curriculum formation connected with curricular policy. In the 1990s they tend to the socially constructed curriculum problem investigation. The principal themes are interaction of the social partners and curriculum, formation of the curriculum balancing the educational opportunities for the disadvantaged groups and curriculum system changes in the changing educational environment influenced by media. The evaluation research and survey of the textbooks have been intensively developed. The pedagogic research fulfils its monitoring function in implementation of new curricular programs and innovations. In the 1980s in the Czech Republic the curricular research reached a high level (PÚ JAK ČSAV). A systematic research of the curriculum formation and curricular document evaluation, educational content and textbook survey were carried out. The research of the curriculum implementation in the teaching process, teaching program determinants, teaching strategy, teaching interactions and communication helped to the key problem identification. It pointed out to the reasons of the present critical condition and indicated the way of changes. The split of the pedagogic research in the 1990s resulted in the marginalization of the curriculum research and transfer of the dominants to the activities connected with the development of new curricular documents. Only VÚOŠ deals with a systematic research connected with formation and implementation of the curriculum. The comparative research and international expertise influenced the curriculum formation and the curricular policy in the 1990s (ÚPPV PedF UK). However, their potential possibilities have not been utilized enough due to a resistance and inflexibility of the school administration that often registered relevant comments and recommendations but did not reflect them and did not use them to possible corrections. The role of the research in the curricular transformation must be supported. In particular, its monitoring function has so far been implemented in an insufficient way. New educational programs, textbooks and innovative school projects have not been systematically analyzed and compared. Partial research probes do exist, however, their coordination and sufficient research capacity is missing. Also, the research programs in branch didactics are split and primarily oriented on the new textbook formation. They do not influence the curricular content formation very much, and only in some branches they deal with didactic strategies and procedures supporting active and committed teaching. A modern didactic concept adequate to the needs of curricular management of the contemporary school has not been elaborated in the Czech Republic yet.

An empirical survey on the students' opinions and ideas concerning Europe was implemented in the Czech environment. The survey indicates that the main source of the information on Europe is represented by the media, especially by TV; the family and the school lag behind them. What is the image of Europe created by the pupils? Above all it is quite static and mosaic-like. There are "white spots" in the cognitive map. Europe is primarily perceived as a geophysical area. The differences are better understood than the common signs and processes.

National Report on the World UNESCO Program „EDUCATION FOR ALL“ (EFA 2000) Implementation in the Czech Republic

Europe is particularly represented by the western cultural area with its big and popular nations. The view of the neighboring countries is less favorable. In future plans Europe represents primarily an area for an interesting personal experience, opportunity for a temporary residence. Belonging to Europe is expressed in the categories “we” and “the others, different”. The responsibility for the fate of Europe is especially felt by the pupils in the ecological sense. The following may be emphasized from the complex of the determinants of this image:

- 1) The factual subject knowledge is relatively good, especially the geographical ones. Problems are connected with the grouping of findings, comparison, searching for connections.
- 2) The pupils cannot cope with complex and new situations. Insufficiently developed adaptive, communicative and interpersonal experience is shown. The intercultural experience and knowledge about present Europe and European processes are insufficient.
- 3) The civic/political culture development, based on discussions, view exchange and consensus finding is missing.
- 4) The insufficiently developed communicative competence in the mother tongue form barriers and block the interest in the contacts, cooperation and intercultural communication expressed by the pupils. The perception of the cultural and social context is underdeveloped.
- 5) An insufficient stress is put on the attempts supporting understanding of the own national identity and relationships between local, regional, national and global events and processes.

6. The “Education for All” international program funding

6.1. Main principles of the Czech school system funding

After 1989 principle changes pertaining to the school system funding occurred. The first of them relates to the funding system as a whole. Unlike the previous period, when the financial sources had been allocated to the school system from the state budget through the Ministry of Interior and relevant regional and district National Councils, the Ministry of Education became the addressee of all financial funds from the state budget regarding to all educational facilities controlled. The above mentioned Act No. 564/1990 Code set the principle of so called branch management, under which the Ministry of Education allocates the funds to individual schools and other controlled school facilities via the relevant school offices. Unlike the previous mechanical and, to some extent, subjective, “opaque” and detailed funds schedule so called normative funding method was introduced and continually improved. The school system funding principle has changed in recent ten years considerably. The schools are not financed in their capacity of the institutions any more but normatively per student in accordance with the type of the study/apprenticeship line of every particular student. Unlike the period before 1989 when the state presented to the citizens the education as something which is “free of charge” and which they are not to pay for, a large part of the society has understood that the school system is one of the principal priorities of every state policy and that it is desirable the school funding to be conditioned by the school performance and results obtained, i.e. by the quality and extent of the educational services offered. In this funding system of normatives, it particularly is the amount of students that has a decisive influence on the financial funds amount, however, the average teaching extent and educational care is also taken into account in accordance with the regulations and teaching

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

programs in force. The normative costs per one pupil, differentiated in accordance with the degrees and types of the schools⁸, and an index serving the purpose of an objective disadvantage compensation form the basis of this system. There are e.g. higher contributions in order to integrate the disabled pupils, to assure the existence of small rural schools, to balance the impaired environment or climatic conditions and so on. On the basis of published analyses and rules the normative method enables to compare the working intensity of the educational programs of the relevant schools and their financial needs and removes the previous subjectivism and willfulness in the funds allocation. Besides that, the system leaves a sufficient space for the state to enforce the governmental policy priorities.

The supporters of this funding system especially highlight two of its advantages. In the first place – the funds allocated to the education cannot be “lost” somewhere underway and cannot be used (e.g. by municipalities or school offices) to other purposes. Besides that, it is often alleged that the state budget money follows the students to the schools chosen and forces the school facilities to seek after the service users, i.e. after the “customers”. Therefore, the system is considered to be a proper link between the democratic principles with market principle elements. On the other hand, the critics of this funding model make an objection that the money allocated to schools have never been used in a different way and that even today the municipalities spend more money on schools than they are obliged to by law. Also, the second argument is controversial – the critics call the attention to the present state when a decline of certain age groups leads to an unregulated student “chasing” by the secondary schools. It is true that in the period of the normative funding method implementation some objectively based limitations appeared in addition to the above mentioned positive features. One of the problems is based on the fact that the district itself is a small unit to balance the differences between the individual districts related to the educational facility performance structures. Consequently a permanent “detailization” of the normatives and increase of their amount occurs but the optimum state cannot be reached. The non-existence of higher administrative units (regions) is also felt negatively. Another problem consists in an unfulfilled expectation that the normative funding will gradually develop an important tool of the school policy which will even interest the parliamentary organs in some more important measures in the school system. These ideas have not come true and nearly no parliamentary discussions concerning the normatives occur. However, the objective reason should be taken into account – total insufficiency of the funds in the school system. This is to some extent connected with the third limitation, this time a subjective one. A relatively objective, just and transparent allocation of the financial funds may be warped by the assessment of inconsistent proportions between particular segments of the educational structure (primary schools, individual types of the secondary schools, universities and so on). It is obvious that the subjective assessment of the particular degree/school type share on the total school system budget may result in more binding consequences than the previous subjectivism relating to the subsidy allocation to the individual districts/schools. Along with the introduction of the

⁸ The formation of normatives is based on the division of the individual district performance to so called included pupils and activities (the pupils of common kindergartens, primary, secondary and special schools irrespective of the founder and the activities running in those schools in accordance with common teaching plans) and so called added pupils and activities (the pupils in children’s home, reformatories etc. and activities of these facilities) and at last not-included activities (school boarding, special apprenticeship schools, children’s homes and so on). The part-time study students are calculated using a coefficient 0.3 for their respective schools. Total 26 normatives were determined for the included and added pupils in 1992. One unified normative for a pupil was determined for the not-included activities. About 90% of the normatively allocated funds are scored for the pupils/activities mentioned. The normatives given have been continuously amended and specified. E.g., in 1994 a binding normative of the wages fund and a binding subsidy minimum and maximum were determined for the individual normatives.

National Report on the World UNESCO Program „EDUCATION FOR ALL“ (EFA 2000) Implementation in the Czech Republic

branch system of management a portion of power has been transformed to schools even in the economic-financial sphere.

6.2. Development of the educational costs in the context of the EFA world program

The way of funding before 1989 basically corresponded to the existing concept of the state administration and the centrally controlled economics. The kindergartens and primary schools were controlled by the Ministry from the point of view of the pedagogic and contentual aspects and financed from the budget of the Ministry through the District National Councils. The individual school did not have their legal subjectivity. They were funded by advanced payments, the economic powers of their principals were minimal and the responsibilities of the principals were formal. The budgetary breakdown of the non-investment costs for a current year was particularly based on the previous year reality and respected the proportion of particular items with possible correction rate. This so-called incremental method, combined with a detailed breakdown of a series of specifically bound items directly supported an uneconomical behavior of the individual school system members and the school itself. These methods of funding led to a formation of a deep disproportion between the individual school structure parts, between the individual regions and even between individual schools within the frame of a region. This resulted in such an inadequate and uniform educational offer, extinction of many few-classes schools and an overall deformation of the public relationship to the school system and to the education as a whole.

The social changes after 1989 were quickly reflected in the school legislation in the area of general conditions for the establishment and existence of schools and even in the area of the state administration of the school system. By the Act No. 564/90 Code, the kindergartens and primary schools were excluded from the jurisdiction of the National Councils and subordinated to new established state administration organs of the school system based on the district level – school offices. Since 1991 the Ministry of Education has allocated the state budget funds to the individual schools by means of the school offices. The funding change led to an increase of the financial funds allocated on the level of Ministry of Education. The most important impact of the above mentioned Act on the funding area seems to be the obligation of the municipalities to fully cover the investment expenses and non-investment costs (with the exception of the wage funds, text-books and school requisites which are paid by the state through the Ministry of Education) of such school and facilities which have been founded by the municipalities, i.e. primarily kindergartens and primary schools, public nurseries and so on.

In 1991 the social, legal and economic changes attained the level where a need of a new funding system of the regional education was felt. Since the state budget breakdown in 1992 the most decisive portion of the non-investment funds allocated to the school system has been specified using so called normatives. The formation of normatives was primarily based on the number of the enrolled pupils and the average costs per one pupil. The approach to the normative breakdown of the non-investment costs has been changed and corrected many times since 1992 up to present in accordance with the changes of local conditions and state needs (density of schools, demographic changes and so on). At the beginning of the normative funding in 1992, about 88% total non-investment funds of the regional school system were normatively specified on the level of district school offices. Since 1995 nearly 90% non-investment expenses of the regional school system have been normatively specified and despite the previous years a different construction has been used for an individual normative

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

assessment. In the case of the primary school normatives, the categories corresponding to the number of students in the schools (up to 50 pupils, 51 – 150 pupils, over 150 pupils) and to the teaching organization (primary school with the 1st degree only, with both degrees) were formed. In 1996 the portion of normatively allocated funds increased up to nearly 97%. The qualitative and methodological separation of two breakdown levels became a new normative breakdown method, i.e. from MŠMT to the school offices and from the school offices to the schools. For the MŠMT budget breakdown, global aggregated normatives expressing basically expenses per one pupil of three basic age groups (3 – 5, 6 – 15 and 16 – 19) were used. The total volume of the individual district budgets was subsequently corrected by a system of corrective coefficients taking into account their substantial objective specific features. For the school office breakdown, the “district” normatives were used in more details. In order to accelerate the preparation of the normative breakdown, so called “quick reports” on the regional school system performance were used for the first time; the schools processed them immediately after the school year had begun. Also, the normative funding of the integrated disabled children was corrected. As for the individually integrated children, the premiums were set to 25% of the respective premium normative, as for the children in special and specialized classes to 50%. The 1996 budget breakdown was struck by the introduction of the compulsory 9th grade. This new situation was taken into account by taking several measures prohibiting the secondary schools to solve the problem of disproportion in capacity maintenance and simultaneous student number decrease (one grade missing), e.g. by organizing other study forms by increase of the admitted students number in grammar schools with extended period of study. Since 1997 the method of school system funding has not more-or-less changed. The rate of normatively specified funds amounted 99.5% in 1998. At present the municipalities cover the budget of the kindergartens and primary schools in their regions approximately by 75% of their own budget. Their total financial contribution equals about 1/5 of the total school system costs.

The total expenses on one child / one year in a pre-school facility increased from Kč 14,600.- (1993) to Kč 22,300.- (1998), the expenses on one child / one year in the primary school increased from Kč 14,100.- (1993) to Kč 22,300.- (1998). The primary schools rank the first in the list of financial priorities of the Ministry of Education regional school system budget. The priorities of the year 1998/99 are as follows: reconstruction/renovation of the school facilities (primary school buildings) whose condition does not correspond to the technical requirements on modern teaching due to their age; construction and implementation of large-scale projects (more than three classes); extension of lingual education (number of hours per week, language courses for teachers) and so on.

The constitution of non-state (private) and church schools has become a quite new element of the Czech educational system after 1989. In 1995 their funding became one of the most discussed changes. For the first time a more pronounced different assessment of the normatives for one school founder type occurred. As for the private school subsidy assessment, the school offices took into account the non-investment 1995 expenses per one pupil of the respective state school and the year-to-year growth indices of the following school year. The private schools normatives were fixed to 90% whole-year average school normatives of the other founders. The massive state support of the private schools resulted in a rapid increase of the amount of those institutions, especially concerning the number and development of the secondary schools. The private sector entry to the pre-school education and primary school system was and remains low. The non-state primary schools, i.e. private and church ones, develop very slowly. In 1995/96, 39 private and 16 church schools participated in the primary school network which means only 1.3% of the total primary school amount. They were attended by only 0.4% of all pupils. In the school-year 1996/97, there

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

only were 33 private primary schools and 17 church schools in the primary school network. The private kindergarten amount increased only to 114 in the school-year 1996/97. There were 17 church kindergartens in that school year. The present state amount of the private kindergartens is as follows: 77 private ones and 18 church ones – that means 1.6% total kindergarten amount altogether. It is obvious that no significant increase has occurred in this respect in recent years. Therefore the total amount of funds flowing into the primary school sector from the private sector is negligible. The reasons of this condition may partly be found in a low profitability and high intensity of the primary school management. This trend may also be attributed to concerns regarding the primary school age child number decrease. Nevertheless the private schools fulfil a very important role in the educational structure because many of them serve the children suffering from light cerebral dysfunction. For those children classes with lower amount of children (10 – 15), where individual care may be provided, are offered. Some of the private schools are aimed at the group of children coming from non-functional families or children who are not, by any reason, capable to adapt themselves to common school conditions. Other schools are based on experiments regarding the foreign language teaching from the earliest age of the child. The private schools are financed both by the state subsidy from the appropriate state administration organ budget and by the founder's/pupils' parents resources (school-fee). Apart from the money inflow from the non-state sources, the state subsidy question relating the private schools is very important. The state subsidies are allocated to the schools to reimburse the teachers' salaries and the operational costs on the basis of the enrolled pupils' number for the particular school year as in the case of the state schools. The investment costs and the building rental payments are covered by the school-fee and private resources of the founder. More and more schools, both state and non-state ones, secure the funds by means of sponsoring, especially for supplementary educational activities (foreign language teaching, swimming courses, stays of the children in the country, cultural/sport activities and so on) and over-the-standard school equipment e.g. computers, PC programs and so on. The cumulative data on the financial portion for private sector/sponsoring primary school operation and management are not available.

As for the pre-school facilities, according to the 1993 Cabinet direction they may charge the parents financial contribution for the pre-school education up to 30% expenses on one child in common year, however, not all pre-school facilities uses it. On the other hand, the parents often contribute to the cultural and supplementary educational programs for their children by a voluntary amount approved by the parents' council.

The textbooks of a given school year are supplied/vested to the pupils of the primary schools only. In other school types there is an exemption regarding the secondary school students coming from socially poor families. The Ministry of Education reimburses the textbook expenses – in 1998, the MŠMT expenses on the textbooks and school requisites were as high as 153,673,000.- crowns. The state control of the issue and selection of the textbooks was abandoned in 1994. Since then the decision on the textbook selection for a particular subject is fully in the competence of the school concerned and its teachers if the teaching is in accordance with the curricula in force. The schools may, based on their own initiative, use other funding methods (sponsoring, parents' contributions) of the additional teaching materials. The family share in the pre-school/primary school attendance costs funding increases proportionately with the inflation and increasing prices for the school requisites. The data on average family expenses on one primary school/pre-school facility pupil are not continuously monitored.

The primary school integration of some groups of handicapped children to normal, specialized or special classes has become a rather new event after 1990. Despite the

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

unquestioned advantages of such children integration both for the handicapped and healthy children this process is very challenging from the point of view of the technical and material preparation of the school ambience, teachers and their assistants from whom an individual approach is required. The systematic integration of handicapped pupils to common primary schools started in the school-year 1990/91. In the following years a rapid increase up to 30,400 pupils integrated to normal classes and 9,000 pupils integrated to special/specialized classes. Since this increase of the integrated children amount was partly due to incorrect records, it was necessary to introduce stricter rules for the children's enrollment and integration funding. This may explain the decrease of the handicapped pupils in normal classes down to 5,500 (by 82%) in the school-year 1994/95 while the pupil amount of the special/specialized classes continued its increase (up to 11,100). Thanks to a new governmental policy regarding the handicapped people integration an abrupt increase of the pupils integrated to normal classes followed up to 20,300 while the amount of the special/specialized classes pupils decreased slightly (11,000). The total amount of the handicapped pupils integrated to the primary school classes reached 46,926 (mostly children suffering from speaking disorders and a physical handicap), the number of pupils in specialized and special schools was 11,966 in 1998. The amount Kč 113.5m was reserved for the individual integration of the handicapped pupils to normal school classes out of total amount 46.7 billion budgetary item reserved for the school system. No direct funds are reserved for the handicapped child integration into the common educational process; the funding is organized using the appropriate normatives corresponding to the disablement rate of the pupil and reduction of the class children according to the number of the integrated pupils. The expenses on special and specialized classes for the physically handicapped amounted nearly 2 billion Kč in 1998. The integration of the handicapped children to normal classes can be better managed in the case of the pre-school facilities than in the case of other school types. Of the total amount of the handicapped children attending the kindergarten (7851), 3455 of them have been integrated while the other handicapped children have been placed in the special/specialized schools. Despite those radical changes the primary school pupils integration does not correspond to the EU countries trends, primarily due to enormous financial load of the primary schools which are not able to reimburse this integration from their own budget in full extent. However, even in this area a significant change from the tendencies prevailing in the past, i.e. preferring the handicapped children segregation to their integration into common educational process in the primary schools, may be recorded even if the problems related to the integration degree, preparedness of the teachers and other conditions remain open. Within the frame of the planned 1998 budget of the school system department, MŠMT exactly set its "National Plan of the Steps Leading to a Decrease of the Negative Consequences Resulting from the Physical Handicap" as one of its priorities of the regional school system. The total amount of the funds released amounts 15 million crowns. Apart from this program, MŠMT reserved nearly 6 million crowns to the other programs aimed at the handicapped children help.

Also, in recent years enormous expenses have been released from the Ministry of Education budget to the anti-drug policy, social prevention and preventive character programs in the area of youth criminality. The total amount of the financial means released for 1998 was 14.8 million crowns.

An enormous increase of the expenses on the reconstitution/constitution of low-graded and incompletely organized schools can be recorded. Nearly exclusively, this point relates to the primary schools and, above all, the one-degree schools, the degree of which being lower as a rule and which are attended by the 1st – 5th grade pupils. These schools facilitate the school attendance of the children in small and secluded villages and re-establish the school tradition

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

of one of the natural village centers. Without any doubts, their establishment helps to stop the young families drain from sparsely populated rural areas. Between 1989/90 and 1996, the number of these facilities increased by 84% (8% of all primary schools). Despite their extensive economic demands their benefit for the small municipality life is high and their development will continue to support. Since 1995/96, when there were 1712 such schools (7% all primary school pupils), this amount is more or less kept at the same level. In 1998, 1,608 low-graded and incompletely organized schools were in the school network. A slight decrease in comparison to 1996 is primarily due to the demographic development - the decrease of the school-age children.

The introduction of the normative relating to the courses organized to the primary education completion is another new element of the 1998 Ministry of Education budget closely connected with the campaigns for the support of education. In 87 courses opened in 1998 total 1246 students took part; these students' wish is to complete their basic education this way. In the area of teachers' wage policy no significant changes occurred in the primary education/pre-school education. Since 1991 the average salary of the primary school teacher was slightly over the average salary in the Czech Republic. In 1997 the average primary school teacher monthly salary (Kč 10,594.-) sank slightly under the state average (Kč 10,695). In 1998 a similar development may be recorded - the average primary school teacher (Kč 11,094.-) was lightly under the state average salary (Kč 11,688.-). The average salary of the kindergarten pedagogic workers was 8,170.- Kč, the average teacher salaries in other sectors of the educational structure (secondary schools, apprenticeships, tertiary school system) were above the average state salary but the difference was not significant. The lower rate of the wage increase results from many factors, of which the long-term decrease of the primary school pupils' amount and simultaneous increase of the teachers' number is the most important. Nonetheless, the Ministry of Education budget reckons with the primary school teachers' salaries increase in 1998. The financial resources for covering this wage increase may be found due to a series of economical measures (e.g. reduction of the teachers' number parallelly with the teaching loads increase, optimization of the primary school network and so on). Based on the most recent data, the teachers' wages (tariffs) have been increased by 17%. In addition to the above mentioned expenses on the school system in the period 1989 - 1998/99 the extra expenses which the Cabinet (MŠMT) had to release from its budget in order to eliminate the damage caused by the catastrophic flood in 1997 should be mentioned. The financial means released to eliminate the results of this catastrophe loaded, to a sufficient extent, not only the 1997 budget but also that of the last year and the present year. Many school buildings that had been seriously damaged had to be torn down. The flood damaged not only the school buildings but also the school equipment and school requisites including textbooks. The subsequent expenses connected with the need to implement compensatory classes in provisional rooms (in the school-year 1997/98) cannot be evaluated. The total investment/non-investment costs caused by the 1997 flood are part of the summary MŠMT budget and therefore it is not possible to specify the amounts released for particular educational degrees. Out from the released financial means for the damaged villages and towns in order to eliminate the devastating flood results, in 1997 total Kč 160.5m and in 1998 total Kč 132m were released. Total Kč 53.7m were released for these purposes in the form of the investment expenses for the affected regions in 1998.

The international educational programs relating the European cooperation and mobility, financed from the EU countries and European Community, probably have the largest share in the foreign resources educational funding. The primary school system and pre-school education support from these foreign resources is primarily aimed at the area of pupils/teachers exchange, school cooperation and teachers' language courses. The

National Report on the World UNESCO Program „EDUCATION FOR ALL“ (EFA 2000) Implementation in the Czech Republic

participation of the primary schools and pre-school facilities in the grants financed from the foreign resources showed expressively only after 1995. The foreign cooperation on this level of education is mainly based on the Socrates program. This program includes, among other, part of the Lingua program, aimed at the students'/teachers' mobility. In 1997, the Socrates program was extended by the Comenius program which is directed to the target group of the pre-school educational institutions, primary schools and secondary schools. By means of it the projects of EU partner school cooperation, education of the migrating workers' and Roma children and projects for the support of the multicultural dimension in education, especially further education of teachers, are supported. The 1998 Comenius budget amounted 587,570 ECU. The amount offered by means of the Comenius program for one school was 2000 ECU on the average. The benefit from the Comenius programs for the pre-school education and primary school system especially consists in the area of further teachers' education, especially with regard to the foreign language courses (teachers' exchanges, courses and so on). Despite the persisting small amount of means flowing into the primary school/pre-school facility education from the foreign programs (grants) a continuous and fluent increase may be stated. In comparison to the 1996 – 1999 period, the European Commission plans a 70%-increase of the financial means for the Leonardo (apprenticeship schools) and Socrates programs.

6.3. Diversification of the financial resources

The removal of the monopolistic state task from the educational offer was the first step to the school system funding diversification. This means that the state should not have the financing monopoly either, even if its role – to provide for the right for education – is without any doubt. In addition to the state, the municipalities and, partly, the employer's sphere, various endowment organizations and parents of the students, particularly those of the private schools⁹, play the role of the financing subjects of the educational institutions. Exactly, the rapid development of the private secondary schools in the period 1991 – 1995 indicates that a considerable portion of the pupils and, especially, their parents is aware of the value of the education and that the parents are ready to expend substantial finance amounts in order to satisfy this need. The situation is similar in the advanced schools and universities. The appropriate legal standard has been approved for the universities and the participation of the students in the university education funding is one of additional financing source of the universities.

After a considerable political consensus was reached in relation to the direct participation of the advanced school/university students in the professional preparation funding, the attention of the political organs has been aimed at the social consequences of these measures. It is expected that the above mentioned steps will closely be connected with the social policy provisions in order to avoid the elimination of the socially weak individuals from the competition in the education and qualification acquisition. The separation of amounts dedicated to education from those endowing the special interests and activities of more-or-less social character (e.g. school boarding of the pupils), which have been so far applied on a flat-rate basis, rank in the group of provisions aimed at the alleviation of the budgetary difficulties within the school system.

⁹ The payments in question are not only the private school fees but also the fees paid in the pre-school facilities and public nurseries (up to the 30% expenses), contributions to the pupils'/students' boarding, to various special interests and convalescence events (so called schools in nature) and so on. Based on the family account statistics, it may be estimated that the total expenses of the households on the kindergartens, primary, secondary and tertiary schools amounted about Kč 500m in 1993 and increased up to Kč 850m in 1994.

National Report on the World UNESCO Program „EDUCATION FOR ALL“ (EFA 2000) Implementation in the Czech Republic

According to the Act No. 564/1990 Code, the municipalities participate in the funding of the pre-school facilities and primary schools making thus 1/5 of the school system total public expenses. However, their possibilities have been limited and two years ago the state subsidies amounted over 90% the municipal budget revenues. At present about 75% the municipalities' expenses are covered by their own revenues on the average due to the tax system changes and thus an important pre-requisite for the increase of the self-sufficiency in the decision on the municipal funds has been created. This increases the possibility to saturate the school system needs. Within the frame of the state subsidy, the state tries to encourage the municipality care for the kindergartens and primary schools by its contribution of a concrete amount depending on the pupils' number. However, a question remains whether such a flat-rate stimulation is sufficiently effective.

Also, there are major changes of the professional preparation funding of the apprenticeship school system which used to be financed from two resources. The general education/theoretical part of the preparation used to be financed by the state, the practical one used to be financed by the future employers, i.e. industrial and agricultural enterprises (so called sponsors). In connection with the above-mentioned changes of their position and economic situation, most of the enterprises lost their interest in the apprentice funding. The employers mostly consider more advantageous to gain the labor force on the labor market selection and, instead of the investment into own workers' preparation, they prefer to invest to the production funds or on the capital market. The present state when the state is financing both theoretical and practical preparation of a major part of the apprentices is very costly and ineffective. Previous idea of the Cabinet, expressed in its 1992 Program Statement, under which "... responsibility for the apprentices education will gradually be transferred to the business chambers and to the small and medium enterprises in particular regions..." did not prove to be real under the conditions of that time. It would have been desirable to motivate economically the businessmen's sphere by an accentuated tax relieve of the employers who provide for the apprentices preparation in comparison to those who rely on the market of the "ready" labor forces. The existence and so far existing excess of the state apprentices influenced (not only from the economic point of view) negatively not only the apprenticeship school system development but also the employment policy and entire business activity.

6.4. School autonomy and financing

The fact that at present the things which used to be in the competence of the supervising organs is dealt or, at least, co-dealt in schools brings many positive things. In particular, the independent economy schools themselves try to economize their activity by various economical measures and search for additional financial funds in order to improve their activities. Their new position connected with extended competence bears many possibilities to profile their direction and plan their activity and its economic-financial assurance in a long term and complex way.

On the other hand, the above mentioned change place enormous time and qualification requirements on the school management. This particularly applies to smaller schools and facilities where no expert on the economic-administrative agenda is employed and where the problems must be solved by the school principal, mainly to the prejudice of his/her pedagogic duties. Not by coincidence only minor part of the primary schools and even less pre-school facilities have developed into legal subjects with appropriate responsibility/competence rate. The position of the private schools seems to be very extraordinary in this sense. In most cases those schools have – within the frame of the legal standards and regulations in force –

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

unlimited decision rights. Nonetheless they are substantially limited by the financial resources and therefore the question of their funding by means of state subsidies is very important for them. In recent years the state subsidies have been generous, on practice comparable with the state school subsidies and thus the education has become, with such a high state subsidy, a relatively profitable branch of the private business. Since the school-year 1995 – 96, however, an important differentiation of the non-state school facilities obtaining up to 90% primary/special school normative from the other schools and facilities (down to the lowest 60% subsidy) has occurred. These provisions have been dictated not only by a difficult financial situation of the school system but also they are a response to some extreme cases of the business activities manifesting in the study length extension, formation of ever new post-grad and post-GCE study forms and so on. The existing development has shown that the spontaneous formation of the educational supply influenced by the demand for the education and institutional interests of particular schools is very exacting for the state from the economic point of view and that it will be necessary to control this process using indirect tools so that it could match the general social trends of the economic and social development.

Section II – Analytical part

7. Progress in the EFA 2000 world program objective achievement

In recent 10 years the image of our school system has considerably changed. Despite of all changes, however, the long-term transformation process has only started. In the following steps it will be necessary to systematically solve many important tasks.

Primarily the macrosocial and economic changes of the entire society have been the main factor and impulsive force of the first period. Many dissatisfied teachers – critics of the totalitarian educational system and supporters of various alternative educational routes - played active role in this process. In that period many alternative routes developing not only traditions of so called Czech reforming/experimental school of the between-the-war period but also many other pedagogic lines (Waldorf and Montessori schools, Jena-plan school and so on) were introduced in the school system. The traditional inertia of the schools and teachers, concerns of the pedagogic community regarding the mechanistic application of the economic criteria in education to the prejudice of the educational specificity and its main mission – that all counteracted the new trends. These conditions, which also appeared in other post-communistic countries, were intensified by a large-scale exchange of all-level managers in the Czech Republic at the beginning of the 1990s. In the first two years the personnel of the controlling school offices was nearly completely removed and changed; as for the school managers, this applied to about 80 – 90%. The positions at all levels, including MŠMT and ČŠI were then filled by experienced and efficient teachers missing, however, necessary managing/controlling training and experience. The analyses of activities carried out by foreign and Czech experts in 1995 – 1998 showed that substantial problems persist in spite of significant positive changes. In particular, repeated recalls and exchanges of the MŠMT senior managers including ministers did not create favorable conditions for successful completion of several school system projects. Only in the second half of the 1990s a thorough analysis of the school system condition could be carried out, a clear program and strategy of its implementation could be drawn up and the draft legislation of the transformation processes could be prepared. So far the detection and evaluation of the educational results of the individual schools and the school system as a whole has remained a weak point. There are various important conditions of the UNESCO “Education for All” international program implementation: the autonomy and legal subjectivity of both non-state schools and state schools and an important condition of the previous uniformity of education removal leading to the educational offer diversification and plurality of the educational programs, forms and methods of the pedagogic work in schools.

The gradual extension of the secondary school studies and university studies and larger rate of satisfaction of the young generation educational claims mean, without any doubt, positive changes of the Czech school system of the 1990s – all fully in accordance with the “Education for All” program. The increase of participation in education has been characterized not only by simple growth but also by surmounting deep structural disproportion between demand and supply and even by institutional and contentual adjustment of the general education offered. The opportunities to attain consistent education have been considerably increased for various talented and also handicapped groups of children and youth.

The overall top-down structural reform has not been carried out due to negative experience of the past. New acts, amendments of some regulations and more liberal approach of the school administration enabled, on the other hand, a natural development leading to a diversification of the educational offer and to a formation of a prolific school system structure. The process of democratization led not only to structural changes but created the conditions for new

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

school types formation (so called family schools, grammar schools with extended period of education and bilingual grammar schools) as well. The integrated secondary schools with various types of educational programs started their activity. The vocational schools quickly developed the post-GCE education and a new education grade was established – high vocational schools. As the space for the private/church school establishment was open, the state monopoly in the area of education was discontinued and conditions for a broad access of the young population to the secondary education in particular, in accordance with the individual ideas of the school service users, have been created. Also, the conditions of the teacher's work improved. The amount of the pupils per teacher and the class size decreased at the all-state average although not everywhere and not in all school types. The teachers' salaries height has only been recovered partly because the salaries have been growing much more slowly in the recent decade than those in other industrial areas and departments. The average wages of the school system workers remain 5 – 7% under the all-state average in the long run. Exactly this fact, simultaneously with the extension of other opportunities, leads to the runaways of many good teachers from the educational system. In addition, the low wages cannot sufficiently be differentiated in order to motivate to better performance. The “brain-drain” from the school system begins to negatively influence the level of education of some schools but also the educational structure as a whole.

The transfer of some decision-making powers to the school principals and granting the legal subjectivity to the secondary and to some primary schools increased the school autonomy both from the pedagogic point of view and from the view of management and economy. The formation of the school offices and distribution of powers among them, Ministry of Education and the municipalities meant another important change. The most decisive education-funding load continues to be carried, unlike most of the industrially developed countries, by the state. Only a small portion is reimbursed from the municipality budgets. A gradual introduction of the financial family's complicity plays a marginal role in the total costs of the state schools, although this fact positively influences the behavior of the individual participants of the education. The business sphere contribution has unfortunately decreased due to the present phase of the economic development. The real level of the school funding from the state budget is certainly influenced by the economic performance and thus by the state budget possibilities. Despite enormous problems resulting from several-years persisting decrease of the gross domestic product (GDP), a continuous growth of the public expenses portion allocated to the school system from the GDP plays a positive role. The low level of the gross domestic product on the one hand and a relatively high participation in the education on the other hand, however, create a complicated situation in the unit expenses of the school system budget. Absolutely, the expenses on a pupil/student are low in our country in comparison with the OECD countries and, due to the value of the gross domestic product per inhabitant, they rank among the lowest ever.

As for the funding, so called normative method has been implemented and generally accepted: the means are primarily allocated to the schools on the basis of their performance (number of pupils) and the normative value (costs per one pupil education in the respective school type and branch of the study). On the basis of this objectification and clarification of the state budget means allocation method, the conditions of a qualitatively new relation between the state, educational institutions and citizens have been created in the area of education. The normative funding system positively changes the thinking and behavior of the school principals and the school offices and transfers the decision on most of the financial means on the school level and, thanks to clear allocation rules, leads to higher economization. In recent 10 years the school system development has been accompanied with high activity of various pedagogic initiatives, professional associations, trade unions and individuals;

National Report on the World UNESCO Program „EDUCATION FOR ALL“ (EFA 2000) Implementation in the Czech Republic

however, some of the teachers continue in a passive acceptance of the school system changes. A broad scale of opinions appeared in the discussions. These opinions begin to approximate and lead to a certain degree of agreement. Also, an ever-increasing interest in the school system development is shown by the public. The evaluation of the school system transformation expressed by the public in the context of overall social and economic changes indicates that the school system is not perceived as something that is encumbered with too many problems.

8. Efficiency of the overall strategy of the “Education for All” world program in context of the national plan of education and particular developing projects

8.1. Evaluation of the results of education

After 1990 a trend aimed at the evaluation of the results of education has been asserted in the educational policy of the Czech Republic. This trend is noticeable in several directions: In governmental, ministerial and other documents published since 1990 the requirement for the educational results evaluation appeared at first as one of many unspecified proposals. A radical change appears in the document “Program of the Czech Republic Educational System Development – 1st step” (MŠMT ČR, January 1992). This program document hinted at the evaluation requirement in the sense of “state inspection of the school results”, “the level of pupils graduated from the schools” and, for the first time, a requirement of the “state standards” appeared here. “The state standard of the educational results is formed by a package of knowledge and skills of a student and is laid in such a way to cover maximum 75% the subject matter”. Since this document was published, the requirements for the educational results evaluation have systematically appeared in various documents of the Ministry of Education and materials of several experts and pedagogic initiatives (JČMF, IDEA and so on). These requirements finally resulted in the construction of educational standards as a result of the efforts to evaluate “the quality of the educational structure”. Step by step it has become apparent – even from the point of view of the international expertise by which the Czech educational structure was assessed – that the national evaluation of the educational results will have to be carried out in the Czech Republic. This need was explicitly expressed in the program document “Quality and Responsibility” (MŠMT ČR, 1994). In this document, which sets certain steps in order to develop the Czech educational structure, the Ministry specified the tasks in the area of “evaluation and quality care” directed not only to the schools but also to the state inspection organs: “They will provide for a major qualitative change of the Czech School Inspection work, which main function will consist in the evaluation of the school performance due to the conditions, course and objectives set by the generally binding regulations and their educational program ... The outcomes of the school inspection and other evaluation results will serve not only professional community but also the public, e.g. parents, in their capacity of publicly available information ...”

Also, in other program document “Openness, Variability and Quality – Principles of the Czech Educational System Development” (1994) the requirement for the national educational evaluation has been clearly laid: “In order to introduce the mechanisms of regular evaluation of the educational results in respective schools and levels of the educational system ..., we should an active part in all quality international comparison research programs ..., familiarize the public with their results and drew the conclusions from them.”

As indicated in a series of the elaborated program materials it is evident that in the recent 10 years the Czech educational policy has clearly laid the necessity of the educational results to

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

be evaluated on the national level. However, the postulate formulations have not been accompanied by the systematic evaluation implementation on the nation-wide scale. Despite of that, since the half of the 1990s, a series of evaluation projects on the nation-wide level has been implemented, the most important being as follows:

- a probe to the primary schools educational results evaluation: ČŠI, 1994
- the primary schools educational results evaluation: the Kalibro project, 1995
- state/private grammar school educational results comparative evaluation: ČŠI survey, 1995
- primary school pupils' reading skills evaluation (IEA survey replica): VÚP survey, 1995
- the Maturant probe, 1997, 1998, 1999.

Each of those evaluation programs had its own content and direction and their common denominator was represented by the fact that their results facilitated the image of a certain component of the educational system on national level using the objective educational results measurement tools.

8.2. Development of the evaluation methods/tools

The increasing competition on the educational market based on the schooling capacity extension and parallel decrease of demographic curve has become the basic factor. Due to the fact that the state educational policy was missing in the long run in the previous period, those immediate and short-term reasons for the quality assessment have received much higher space for the school quality influence. The quality assessment namely serves not only schools to the new pupils admission or parents/pupils to individual educational career selection but particularly the state in order to the increase the efficiency of investments spent on education and to attain broader educational targets (e.g. to fulfil the objectives in the area of citizens' employment). On the other hand, the respect to the future school graduates application on practice, especially in the new European milieu, was enforced only with problems as a reason to quality assessment in the previous period. In a competitive environment where the study opportunity supply exceeds the demand, the emphasis is put on the fact to what extent the public is kept informed. Consequently, the public should indirectly influence the behavior of the schools by the priority given by the parents/pupils to certain schools selected according to the positive information about them. In the opposite case, when the school supply is lower than the requirement for the study and the high demand for a certain school is not necessarily a sign of its quality, the evaluation is important because it may guarantee the quality of the education offered. In this respect, it is the state who takes over the role of the warrantor and its central organs, which issue the certificates of respective educational institutions – schools or programs (they incorporate the schools into the state-approved public school network, approve the subject matter and so on).

The efforts to create the milieu for the evaluation culture in the Czech Republic which would be aimed at the development of the evaluation processes theory and, on practice, methodology of acquisition and processing of relevant data on the education/entire system quality and on the financial means spent can be especially seen in the area of development of the scientific knowledge at the universities and in the research institutes. Apart from many minor informative reports and original scientific articles on the sense, concept and objectives of the quality assessment in the pedagogic press (Průcha, Rýdl, Bacík and so on), several grant tasks aimed at a given theme (1994 Rýdl, 1995 Rýdl, 1995 Rymešová, 1996 Průcha) have been developed since the half of the 1990s. They have brought a series of new findings, have

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

proposed proper procedures, teaching process quality assessment criteria of respective subjects and have even elaborated questions regarding the quality assessment proper tools. This scholarly sphere effort has not been fully utilized by the deciding sphere because it was not clear from the political point of view which purposes the evaluation policy should serve. The new social partners and actors of the educational policy (citizens' and professional initiatives) demanded in their program documents so that appropriate care was given to the questions of the educational quality and efficiency assessment as a necessary part of plurality and democratic transformation of the educational sphere (e.g. NEMES 1991). Besides that, several opportunities of the quality assessment of the school educational quality by private subjects have appeared from the point of view of the practice. These subjects elaborated several batteries of didactic tests for various levels of education and offered them to the schools as a unique possibility of the feedback assessment by that time. The tests of the Scio endowment (for higher secondary degree) and of the Kalibro firm (for lower and higher secondary degree) which, after initial constraints, acquired a substantial reputation, particularly in the secondary education. Their importance for the educational quality development consists in the fact that they enable the students, principals and teachers to find how the school curriculum is fulfilled and how successful the schools are in the achievement of the educational objectives during the study preparation of the pupils. The SCIO endowment comparative tests, in the form of National Comparative Tests, possessed ambitions to supply the admission tests of the universities, but also became a basis of the every-year implemented probes MATURANT (1997, 1998) which purpose was to find an ideal and objective form and content of the Czech equivalent to the GCE (so called *maturita*), in order to verify the methodology and standardized evaluation tools and offer basic orientation in the quality diversification in very diversified secondary school types on a broad sample. The Maturant probe results in 1997 – 1999 may so far only be interpreted partly, however, even the decision sphere, i.e. the Ministry and the inspection, expressed various efforts to obtain information on the quality and efficacy of the educational processes and the overall level of the educational system.

During 1994 – 1997 several home evaluation probes, which motivated the educational quality in primary/secondary schools, occurred, mostly in the form of tests or question-forms. It is necessary to indicate in this connection that a flat-rate evaluation survey was started by the Czech School Inspection in 1994. This institution has been transformed from a genuine inspection institution that was ideologically linked with the partial and state bosses into an independent institution which main role consists in monitoring, course/results evaluation of the educational process. The ČŠI evaluation probes were organized in the period when the state organs rather materially supported the quantitative expansion of the schools and their extensive development serving the purpose to satisfy the demand of the secondary vocational education in particular. The ČŠI probes were more-or-less aimed at the qualitative aspects. After limited discussions on criteria and tools, a survey of the GCE examinations was carried out in 1994 (310 schools – about half of the total amount and 30,000 students). The differences found between the school types raised speculations about the state GCE forms because some of the secondary vocational schools' performance was four times lower than that of the grammar schools. The foreign language teaching quality was unsatisfactory. In 1994, a probe survey was also carried out in 77 primary schools in the 8th grades. The results were alarming and increased the level of the public interest in the school system and its quality. Also, the teachers took part in the knowledge tests (a novelty) – similarly, like the celebrities, they did not correctly estimate the pupils' rate of knowledge. The results meant a big surprise. This probe raised the activities leading to the elaboration of the testing methods by which the level of the pupils' knowledge in respective subjects, their understanding of the

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

subject matter and its rate of application on practice could be verified. The above-mentioned KALIBRO tests were then prepared on the commercial basis. After initial problems the tests acquired reputation and have become very desirable due to their high predicable value and the fact that their results are very confidential so they may exclusively be used for the respective schools and their teachers as a feedback. In April 1995 ČŠI organized another evaluation probe by which the educational results of the state and non-state grammar schools were compared (Hradecký, Byčkovský, 1995). The results were surprising and, without any doubt, eroded the myth of the previously expected higher quality of the non-state schools. However, the inspection attempts for a flat evaluation of the education in the Czech schools were not connected – due to the nonexistence of the official conceptual materials – with the curriculum creation and with the state school network management. In 1996 so called thematic inspections, which character was complex and which determined not only the educational process quality but also even the total school level, were introduced.

New methodology and new criteria, using a broader verbal evaluation (1993) with emphasis put to the evaluation of their skills and abilities brought substantial progress in the students' examination problems. The practice proved that this system of evaluation (especially in the 1st degree classes) must correspond to the teaching style/teaching process change and that a more precise and effective evaluation of the pupil's work needs a higher teacher's effort. The broader verbal evaluation was submitted to experimental verification in several primary schools but the experiment was stopped even its completion. So far the verbal evaluation has only been approved for the Primary School program, up to the 3rd grade of the primary school. Beyond the attention of laymen and a fraction of the professional community, an external evaluation of the experience of the pilot schools program related to the new system of the vocational education was carried out in 1996 – 97. The program was elaborated on the basis of the OECD recommendations and EU reports and was financed by Phare. About 50 Czech and 10 foreign experts analyzed the results in 8 problem groups. Their results were summarized in three synthetic reports and a program document which was submitted and discussed at a national seminar in October 1997. The evaluation model of the high vocational schools (EVOS), which is connected with the school certification and which prominent feature is presence of sophisticated criteria.

In connection with the Primary education standard approval, the state organs supported the above mentioned efforts to search for criteria and tools for the assessment of quality and efficacy in the implementation of the standard teaching content in the primary schools (Rýdl, Rymešová 1995). The attempt to a team-work formation of an evaluation criteria package for individual educational areas or subjects which could become a basis for an evaluation tool creation was carried out, however, it has never been completed.

Since 1995 the auto-evaluation process elements have been enforced due to new legislation. It especially pertains to the school's duty to give publicity to the fact, that the annual reports of MŠMT ČR (School System Moving, 1996/97) should be elaborated and published – which, by the way, has not been fulfilled for the 1997/98 school year yet. Since 1996, every year the quantitative data of most of the secondary schools have been published. This evaluation form based on the pre-set quantitative criteria has been implemented by ÚIV in Prague. Every year an annual survey of the statistic report (SET) in which the schools may compare each other is issued. A certain subjectivity of the data delivered by the schools and many various errors and inaccuracies caused by the data processing may create a problem. It may be stated that in the Czech Republic the evaluation culture has been increasing every year, especially in the knowledge testing area. Also, the sense of the fact that so far a system concept of periodical evaluation surveys is missing not only in the area of the educational quality assessment but also in the area of the entire educational system assessment has been increasing.

National Report on the World UNESCO Program „EDUCATION FOR ALL“ (EFA 2000) Implementation in the Czech Republic

8.3. International cooperation

In 1992, on the basis of the cooperation with the international OECD and IEA organizations, the authorized organizations started intensive work on the Czech Republic school system condition assessment. On the basis of the OECD methodology the statistical data were evaluated and the results were published (“Czechoslovak School System Submitted to International Comparison”). Later they became part of prestigious annual OECD publications “Education at a Glance”. The report offers fundamental bas and criteria of the external evaluation of the system and was positively evaluated by OECD, especially regarding the professional processing (respecting the ISCED transfer tables, comparability of particular data and so on) and the political importance. Apart from the domestic probes, an evaluation of the educational results of the reading skills in more than 5000 pupils of the 3rd and 8th grades from 130 schools was carried out in 1995 (RLS 1995). The evaluation was carried out under the IEA name as a replica of the 1994 International survey of reading literacy. Its results showed that in the above mentioned skills the Czech Republic shows only average results in comparison with the developed world countries, with the exception of the “documentary” texts 8th grade reading, i.e. non-linear texts reading, where the ČR ranked at the world top. However, an alarming factor seems to be the fact that over one half of the pupils did not complete the test due to exceeding the time limit.

Within the IEA frame, two projects of the knowledge evaluation regarding selected subjects (TIMMS, mathematics and science; 1995 and 1998) were implemented. Similarly, a project regarding the civics and foreign language education was implemented. Within the OECD frame, the Czech Republic has taken part in annual comparative evaluations by the necessary data submission and thus may obtain information on the condition of some areas of our school system in comparison to other 14 OECD countries.

The international OECD conference “Better Schools” in Paris 1995, the symposium on evaluation in Birmingham 1995, the conference on the occasion of the Council of Europe in Prague 1995, the ENIRDEM 1995 meeting on the education managing workers preparation improvement held in Prague, the international scientific conferences on school system autonomization held in Budapest 1997, Hamburg 1996 and Graz 1997 and other were especially devoted to the improvement of the methodological aspects of the evaluation processes and they were attended by Czech experts.

9. Complicity of the public

No research project which empirical findings could be utilized has specifically been devoted to the theme of the school openness and to the school-family cooperation in the Czech Republic recently. Therefore, this theme has been processed more-or-less on a common level as an area which should draw attention to.

Good relationship and mutual cooperation between the school and pupils' families are generally considered an important moment supporting the quality of educational care. A permanent attention paid to those relationships and their targeted development are substantial conditions of a satisfactory school life of the children and is, as most of the experts state, primarily a task of the teachers. The kindergarten and the primary school should be the originators of the positive communication with the parents and a warrantor of the fact that the parents never have a feeling of unimportance or refusal. It is namely the parents who are primary tutors of their children and experts on their children and whose potential should be utilized. It is know that the mutual relationships of the school including kindergarten and the

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

family have been traditionally uncommunicative under the conditions in this state. This fact certainly had many reasons. Among other it reflected the position and character of the school and family in so called socialistic society which in fact determined the uneven relation of those institutions. The objectives of the educational activities of the school and that of the family were often very different and sometimes even antagonistic which led to double-track education. In fact, the uncommunicativeness was hiding a much deeper problem: absence of understanding of the other institutions' behavior, absence of confidence and respect to each other and absence of the will to create better, i.e. especially more open and operative relations. In the case of the kindergartens a certain role was played by the fact that these state institutions had been constructed since the 1950s under the slogan of liberation and emancipation of the woman. On the other hand, many people believed that another, not publicly announced reason for the public pre-school education support was the state effort to start the propagandistic education of small children as soon as possible and to enforce the collective education principle. There was a disbelief regarding the family (as later was shown, this disbelief was fully justified) that the family would educate its children under the doctrine of Marxism-Leninism. In comparison to other European countries, this extraordinary state interest in the pre-school development was reflected in a high percentage of children placed in crèches and kindergartens and a high percentage of mothers employed. Many people see the consequences of this trend very skeptically. They mention a decreasing family role, insufficient opportunity of parents' individual choose and care for and education of the child without any emotional accent, so important in this age of the child.

The position, competence and in many cases directions of the primary school and family have nonetheless been changing in recent years. Thus the opportunities to form more effective and mutually helpful relation have also been changing. The qualified care is increasingly understood as a matter of individual interest, responsibility and even family investments. The family is not living any more under the pressure of expectancy of "an active share in the life of the society" and unconditional acceptance of the educational line indoctrinated by the ideologized kindergarten. It can announce its educational vision of its own child and implement it without any disruption. It may ask the school not only to respect the family view on the education but also to reflect it in the school's approach and work. On the other hand, there are no tools in the primary school that could make the family to cooperate. The family does not have to enter the educational process; however, it may do so by initiating some changes in the school work, possibly relating to the class of its child. It may – but does not have to – exceed the frame of common everyday contacts with the teachers. The potential of this new family attitude to the school offers certain possibilities of a continuous formation of relatively equal roles of both subjects. If the school wants to become an open, friendly and respected place not only for the pupils but even for their parents, it must endeavor to create and continuously implement a proactive policy towards its external environment, especially parents. This is not a simple task due to a series of both internal and external circumstances. However complicated the problems with the constitution of the parents in their capacity of the school's partners might be, there is no doubt that in the school-family cooperation the primary and leading initiative is expected from the kindergarten and primary school. Nothing can make the parents to cooperate with the school and it is probable that it will take some time before they realize that it is their right not only not to communicate with the school but also to do so, ask, influence and interfere in the school matters in the interest of their children. Nevertheless a question remains how effectively the parents are informed about their rights by the school and other subjects.

Section III – Perspectives

10. Future development direction

The present school system of the area of primary and secondary education (and, after 1995, the area of high vocational education), where the area of pre-school and extracurricular education is also ranked, has been regulated by the legislation which came in force before 1989. This applies primarily to the Act No. 29/1984 Code on the primary/secondary school system (School Act) which has been significantly amended several times in recent years. Even two other legal standards – Act No. 76/1978 Code on school facilities and Act No. 564/1990 Code on state administration and self-administration of the school system were several times amended. In particular, the School Act and the Act on the School Facilities seem to be obsolete acts from the point of view of their construction and do not reflect the needs of present school system.

Several important system/real changes occurred on the educational practice. They should be accompanied by a change of legal standard structure based on the educational system that does not emphasize the school/school facility structure, in accordance with educational programs. The structure of branches has changed significantly and quickly (especially in the area of secondary education) and this influences the entire school/school facility structure. However, the present law emphasizes the system of institutions, not the structure of the educational branches and essentials of so called educational programs; thus it neglects some basic terms commonly used at present, e.g. educational degree, educational program or standard of education and does not specify their mutual relationship.

Apart from the schools established by the state, there are various private and church schools, possibly municipal schools in the school system. This change should be accompanied by a more pronounced separation of the school establishment act (as an institution) from the act of the state approval with the content and conditions of education pertaining to the respective school. This should be approved by the state administration organ (e.g. process of the school introduction in the public school network).

Also, the need of a consistent school evaluation gained importance, especially in relation to the verification of the quality of education reached by individual pupils. In this connection the role of the state (including the Czech School Inspection) seems to be very important in its capacity to guarantee the formation of appropriate tools in order to evaluate the school educational quality and, subsequently, to guarantee the quality of certificates pertaining to the education reached.

The individual schools which are established in accordance with the present School Act, apart from the tutelage assurance based on the teaching documents, ensure a series of services within the institutions (dining, public nursery, library and so on) established in accordance with School Facility Act. This separation does not seem to be effective at present. The area of special school system has been, somewhat artificially, separated from the school structure, although many elements coincide with the principles effective for the other schools.

Another reason to establish new legal standards seems to be the need to reunite the new educational legal standards with the Constitution that demands that the citizens' duties, administrative office competence and lawsuit provisions to be appointed by laws only. Also, there is no justification for the legal provisions separating the administrative part of the treated area from the real school system arrangement persisting from the period of federative state configuration. Last but not least, a reason for the change is the fact that the present Acts contain a series of authorization which is imperfect from today's point of view and thus they make heavy the possible creation of regulations.

National Report on the World UNESCO Program „EDUCATION FOR ALL“ (EFA 2000) Implementation in the Czech Republic

The legal system of the education and its administration mostly respects the national customs of the respective EU country. In most European Union countries the school system problems are divided into several Acts and sub-act legal standards. To assure the educational compatibility, the education acquired by the foreign school graduates must be validated by recognition of the final certificates issued abroad. The principles of such a process will be given in the proposed act. Similarly the process of so called legalization of the domestic certificates for similar purposes of the equivalence recognition regarding the Czech school certificates will have to be prepared.

Even if it seems to be sensible that the school system (with the exception of the university education area) should be regulated by several acts (as in the other comparable areas, e.g. social one), an alternative of two School Acts has been chosen: 1) a fundamental school act in the area of pre-school, primary, secondary, higher vocational and extracurricular education; 2) act on the institutional education, preventive-protective education and on the preventive care offer.

The substantial and decisive conditions of education up to the university education level will be set by the act on pre-school, primary, secondary, higher vocational and extracurricular education (School Act) which will include the area so far partly regulated by the existing Act No. 29/1984 Code on the primary, secondary and high vocational schools, the Act No. 76/1978 on school facilities (with the exception of the area of the institutional education and preventive-protective education which are to some extent regulated by directives only) and the ČNR Act No. 564/1990 Code on the state administration and self-administration in the school system. It is obvious that this Act will be a fundamental and decisive legal standard of the school system. The conditions set by the previous legal arrangement of the federative state configuration, for which no reason exists at present, will be removed due to the connection of the real problems of the treated area with the state administration/self-administration execution part.

The new act will regulate the area of pre-school, primary, secondary, higher vocational and extracurricular education and the connected activities. In the areas mentioned above the education of children/pupils with special educational needs will be dealt. The general aim of the act is to create an optimum legal base for the effective support of the educational needs and interests of the children and the pupils.

In accordance with this Act, the basic elements and attributes of the educational system will be as follows:

- basic objectives of the education
- system of the educational branches and educational programs as a target, contentual and organizational description of a certain educational type
- system of schools and school facilities as a description of the implementation structure
- state administration/self-administration school system related to the development of the Czech Republic state administration (in particular, establishment of the regional self-administered areas), rights and duties of the state administration/self-administration organs, new competence distribution concerning the establishment and administration of schools and school facilities
- rights and duties of the state administration organs, municipalities and other legal persons and physical persons who are active in the education
- definition of other subjects who take part in the education, their rights and duties
- rules of education funding with respect to the fact that both the state and non-state subjects can be the school founders.

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

In addition, an Act on the institutional education, protective-preventive education and preventive care offer should independently be prepared. This Act should include specific area of the institutional education execution and its conditions, the protective-preventive education of the adolescents and conditions of the preventive care offer because this area is relatively different from normal school conditions and contains significant elements of the human rights restriction and therefore should be treated by a legal standard. The problems include e.g. setting the rights/duties of the state, legal persons and physical persons during the institutional education, protective-preventive education, setting the objectives of the (specific) pedagogic activities in the institutional education/protective-preventive education execution and preventive-educational care offer with respect to the specificity of the give area including setting the basic elements of the specific educational programs of the character mentioned. In addition, setting the duties of the Diagnostic Institute and the powers/duties of the director of such an institute (especially those which differ from the normal powers/duties of the school facilities principals), rights and duties of the adolescents placed in the institutes.

**National Report on the World UNESCO Program „EDUCATION FOR ALL“
(EFA 2000) Implementation in the Czech Republic**

SUPPLEMENT

Statistic data on the UNESCO “Education for All” world program implementation
(EFA 2000)
In the Czech Republic in the period 1990 - 1999

TABLE 1: Indicator 1 - Gross enrolm ratio in early childhood development programmes¹

Country

Czech republic

1998

Add Province	C012		C015		C016		C018
	Total	Enrolment	Total	Enrolment	Population (0-5 years)	Enrolment ratio	
NATIONAL (The whole country)	309 380	302 856	6 524		345 877	89,4	#DIV/0!
Province 1	30 328	29 304	1 024		33 878	89,5	#DIV/0!
Province 2	30 052	31 481	571		33 564	89,5	#DIV/0!
Province 3	22 594	22 243	251		24 587	91,9	#DIV/0!
Province 4	25 256	24 994	262		27 878	90,6	#DIV/0!
Province 5	35 201	31 196	1 005		38 787	90,8	#DIV/0!
Province 6	38 260	37 272	988		42 871	89,2	#DIV/0!
Province 7	65 006	63 961	1 045		72 015	90,3	#DIV/0!
Province 8	60 683	59 305	1 378		72 297	83,9	#DIV/0!
Urban areas						#DIV/0!	#DIV/0!
Rural areas						#DIV/0!	#DIV/0!

1. By Early childhood development programmes, we mean all the formal, non-formal and informal programmes for young children (0-5 years old) that are organized by the official, non-profit or for-profit organizations. These include day care centres, kindergartens, primary schools and others in other similar organized educational institutions, etc.

2. Please specify official age-group for early childhood development programmes that are at least 5 years old.

TABLE 8 : Indicator 12 - Repetition rate in primary education by grade ^{1,2,3}

Country: Year:

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.12	Col.13
	Add Province	1	2	3	4	5	6	7	8	9	10	Average grades 1 to 5	Gender Party Index
NATIONAL (The whole country)	TOTAL (MF)	1,4%	1,0%	1,0%	0,9%	1,1%	2,0%	1,8%	1,5%	0,5%	10	1,1%	
	Male (M)												
	Female (F)												
Province 1	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Province 2	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Province 3	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Province 4	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Province 5	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Urban areas	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Rural areas	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. If data in this table cover basic education, please specify below :

Primary education extends from grade to grade

Basic education extends from grade to grade

3. To the extent possible, the same table may be produced separately for public and private schools.

Data sources :

TABLE 1: Indicator 1 - Gross enrolment ratio in early childhood development programmes¹

Country: **Czech republic** Year: **1994**

Col.1 Add Province	Col.2		Col.3		Col.4		Col.5		Col.6 Official age-group ² population (or 3-5 years) population	Col.7=Col.3/Col.6 GER (Gross enrolment ratio)	Col.8 Gender Parity Index
	TOTAL (MF)	Male (M)	Total	Enrolment	Pre-schools	Others ¹					
NATIONAL (The whole country)			338 119	327 454	10 665			383 456	88.2	#DIV/0!	#DIV/0!
Province 1			32 839							#DIV/0!	#DIV/0!
Province 2			33 870							#DIV/0!	#DIV/0!
Province 3			24 492							#DIV/0!	#DIV/0!
Province 4			27 861							#DIV/0!	#DIV/0!
Province 5			39 915							#DIV/0!	#DIV/0!
Province 6			40 937							#DIV/0!	#DIV/0!
Province 7			70 444							#DIV/0!	#DIV/0!
Province 8			67 761							#DIV/0!	#DIV/0!
Urban areas										#DIV/0!	#DIV/0!
Rural areas										#DIV/0!	#DIV/0!

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. Please specify official age-group for early childhood development programmes, if different from 3-5 years old.

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period) ¹

Country: **Czech republic**

Year: **1994**

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9=Col.6/Col.3	Col.10=Col.7/Col.4	Col.11=Col.8/Col.5	Col.12
	Add Province	Total	Public	Private ²	Total	Public	Private ²	Total	Public	Private ²	Gender Parity Index
NATIONAL (The whole country)	TOTAL (MF)	129 373	128 457	916	124 125	123 271	854	95.9	96.0	93.2	#DN/01
	Male (M)							#DIV/01	#DIV/01	#DIV/01	#DN/01
	Female (F)							#DIV/01	#DIV/01	#DIV/01	#DN/01
Province 1	TOTAL (MF)	13 160						0.0	#DIV/01	#DIV/01	#DN/01
	Male (M)							#DIV/01	#DIV/01	#DIV/01	#DN/01
	Female (F)							#DIV/01	#DIV/01	#DIV/01	#DN/01
Province 2	TOTAL (MF)	13 259						0.0	#DIV/01	#DIV/01	#DN/01
	Male (M)							#DIV/01	#DIV/01	#DIV/01	#DN/01
	Female (F)							#DIV/01	#DIV/01	#DIV/01	#DN/01
Province 3	TOTAL (MF)	9 051						0.0	#DIV/01	#DIV/01	#DN/01
	Male (M)							#DIV/01	#DIV/01	#DIV/01	#DN/01
	Female (F)							#DIV/01	#DIV/01	#DIV/01	#DN/01
Province 4	TOTAL (MF)	10 851						0.0	#DIV/01	#DIV/01	#DN/01
	Male (M)							#DIV/01	#DIV/01	#DIV/01	#DN/01
	Female (F)							#DIV/01	#DIV/01	#DIV/01	#DN/01
Province 5	TOTAL (MF)	15 327						0.0	#DIV/01	#DIV/01	#DN/01
	Male (M)							#DIV/01	#DIV/01	#DIV/01	#DN/01
	Female (F)							#DIV/01	#DIV/01	#DIV/01	#DN/01
Province 6	TOTAL (MF)	15 590						0.0	#DIV/01	#DIV/01	#DN/01
	Male (M)							#DIV/01	#DIV/01	#DIV/01	#DN/01
	Female (F)							#DIV/01	#DIV/01	#DIV/01	#DN/01
Province 7	TOTAL (MF)	25 936						0.0	#DIV/01	#DIV/01	#DN/01
	Male (M)							#DIV/01	#DIV/01	#DIV/01	#DN/01
	Female (F)							#DIV/01	#DIV/01	#DIV/01	#DN/01
Province 8	TOTAL (MF)	26 199						0.0	#DIV/01	#DIV/01	#DN/01
	Male (M)							#DIV/01	#DIV/01	#DIV/01	#DN/01
	Female (F)							#DIV/01	#DIV/01	#DIV/01	#DN/01
Urban areas	TOTAL (MF)							#DIV/01	#DIV/01	#DIV/01	#DN/01
	Male (M)							#DIV/01	#DIV/01	#DIV/01	#DN/01
	Female (F)							#DIV/01	#DIV/01	#DIV/01	#DN/01
Rural areas	TOTAL (MF)							#DIV/01	#DIV/01	#DIV/01	#DN/01
	Male (M)							#DIV/01	#DIV/01	#DIV/01	#DN/01
	Female (F)							#DIV/01	#DIV/01	#DIV/01	#DN/01

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake rates in primary education

Country:		Czech republic										Year:		1994								
Col.1	Col.2	Col.3		Col.4		Col.5		Col.6		Col.7		Col.8		Col.9		Col.10 = Col.3/Col.9		Col.11 = Col.6/Col.9		Col.12		
Add Province		New entrants of all ages		Public		Private		Total		Public		Private		School entrance age population		AIR (Apparent intake rate)		(Net intake rate)		Gender Parity Index		
		Total																	AIR	NIR	AIR	NIR
NATIONAL	TOTAL (MF)	131 254	130 547	707	128 719	654	132 875	98,8	97,4	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
(The whole country)	Male (M)																					
	Female (F)																					
Province 1	TOTAL (MF)																					
	Male (M)																					
	Female (F)																					
Province 2	TOTAL (MF)																					
	Male (M)																					
	Female (F)																					
Province 3	TOTAL (MF)																					
	Male (M)																					
	Female (F)																					
Province 4	TOTAL (MF)																					
	Male (M)																					
	Female (F)																					
Province 5	TOTAL (MF)																					
	Male (M)																					
	Female (F)																					
Urban areas	TOTAL (MF)																					
	Male (M)																					
	Female (F)																					
Rural areas	TOTAL (MF)																					
	Male (M)																					
	Female (F)																					

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official entrance age to primary education :

Data sources :

TABLE 4: Indicators 5 and 6 - Gross and net enrolment rates in primary education

Country: Year:

Col.1	Col.2	Col.3		Col.4		Col.5		Col.6		Col.7		Col.8		Col.9	Col.10 = Col.3/Col.9		Col.11 = Col.6/Col.9		Col.12	
		Total	Private	Public	Private	Total	Public	Private	Total	Public	Private	Public	Private		enrolment ratio	enrolment ratio	GER	NER	GER	NER
NATIONAL (The whole country)	TOTAL (MF)	1 027 734	4 137	1 023 597	4 137	1 022 458	1 018 871	3 587	1 029 785	99,8	99,3	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)	525 734	2 290	523 444	2 290					#DIV/0!	#DIV/0!									
	Female (F)	502 000	1 847	500 153	1 847						#DIV/0!	#DIV/0!								
Province 1	TOTAL (MF)	106 786	1 063	105 723	1 063					#DIV/0!	#DIV/0!									
	Male (M)	54 665	646	54 019	646					#DIV/0!	#DIV/0!									
	Female (F)	52 121	417	51 704	417					#DIV/0!	#DIV/0!									
Province 2	TOTAL (MF)	106 162	226	105 936	226					#DIV/0!	#DIV/0!									
	Male (M)	54 228	115	54 113	115					#DIV/0!	#DIV/0!									
	Female (F)	51 934	111	51 823	111					#DIV/0!	#DIV/0!									
Province 3	TOTAL (MF)	71 751	18	71 733	18					#DIV/0!	#DIV/0!									
	Male (M)	36 807	9	36 798	9					#DIV/0!	#DIV/0!									
	Female (F)	34 944	9	34 935	9					#DIV/0!	#DIV/0!									
Province 4	TOTAL (MF)	85 299	301	84 998	301					#DIV/0!	#DIV/0!									
	Male (M)	43 506	165	43 341	165					#DIV/0!	#DIV/0!									
	Female (F)	41 793	136	41 657	136					#DIV/0!	#DIV/0!									
Province 5	TOTAL (MF)	119 215	803	118 412	803					#DIV/0!	#DIV/0!									
	Male (M)	60 968	450	60 518	450					#DIV/0!	#DIV/0!									
	Female (F)	58 247	353	57 894	353					#DIV/0!	#DIV/0!									
Province 6	TOTAL (MF)	123 357	367	122 990	367					#DIV/0!	#DIV/0!									
	Male (M)	63 261	207	63 054	207					#DIV/0!	#DIV/0!									
	Female (F)	60 096	160	59 936	160					#DIV/0!	#DIV/0!									
Province 7	TOTAL (MF)	210 727	753	209 974	753					#DIV/0!	#DIV/0!									
	Male (M)	108 227	486	107 741	486					#DIV/0!	#DIV/0!									
	Female (F)	102 500	267	102 233	267					#DIV/0!	#DIV/0!									
Province 8	TOTAL (MF)	204 437	606	203 831	606					#DIV/0!	#DIV/0!									
	Male (M)	104 072	314	103 758	314					#DIV/0!	#DIV/0!									
	Female (F)	100 365	292	100 073	292					#DIV/0!	#DIV/0!									
Urban areas	TOTAL (MF)									#DIV/0!	#DIV/0!									
	Male (M)									#DIV/0!	#DIV/0!									
	Female (F)									#DIV/0!	#DIV/0!									
Rural areas	TOTAL (MF)									#DIV/0!	#DIV/0!									
	Male (M)									#DIV/0!	#DIV/0!									
	Female (F)									#DIV/0!	#DIV/0!									

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official primary school age : Starting age : Ending age :

TABLE 6 : Indicators 9 and 10 - Percentage of primary school teachers having the required academic qualifications, and Percentage of primary school teachers who are certified to teach according to national standards ^{1,2}

Country: Czech republic		Year: 1994					
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6=Col.4/Col.3	Col.7=Col.5/Col.3	Col.8
Add Province		Number of primary school teachers		Percentage of primary school teachers		Gender Parity Index	
		Total	With academic qualification	Certified to teach	With academic qualification (1)		
NATIONAL	TOTAL (MF)	63 531	57 457	6 074	90,4	9,6	#DIV/0!
	Male (M)	10 827			0,0	0,0	
	Female (F)	52 704			0,0	0,0	
Province 1	TOTAL (MF)	6 644	6 014	630	90,5	9,5	#DIV/0!
	Male (M)	823			0,0	0,0	
	Female (F)	5 821			0,0	0,0	
Province 2	TOTAL (MF)	6 727	6 145	582	91,3	8,7	#DIV/0!
	Male (M)	1 109			0,0	0,0	
	Female (F)	5 618			0,0	0,0	
Province 3	TOTAL (MF)	4 523	4 125	398	91,2	8,8	#DIV/0!
	Male (M)	906			0,0	0,0	
	Female (F)	3 617			0,0	0,0	
Province 4	TOTAL (MF)	5 250	4 578	672	87,2	12,8	#DIV/0!
	Male (M)	869			0,0	0,0	
	Female (F)	4 381			0,0	0,0	
Province 5	TOTAL (MF)	7 207	6 547	660	90,8	9,2	#DIV/0!
	Male (M)	1 108			0,0	0,0	
	Female (F)	6 099			0,0	0,0	
Province 6	TOTAL (MF)	7 701	7 201	500	93,5	6,5	#DIV/0!
	Male (M)	1 463			0,0	0,0	
	Female (F)	6 238			0,0	0,0	
Province 7	TOTAL (MF)	12 950	11 898	1 052	91,9	8,1	#DIV/0!
	Male (M)	2 590			0,0	0,0	
	Female (F)	10 360			0,0	0,0	
Province 8	TOTAL (MF)	12 259	10 949	1 310	89,3	10,7	#DIV/0!
	Male (M)	1 689			0,0	0,0	
	Female (F)	10 570			0,0	0,0	
Urban areas	TOTAL (MF)				#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)				#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)				#DIV/0!	#DIV/0!	#DIV/0!
Rural areas	TOTAL (MF)				#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)				#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)				#DIV/0!	#DIV/0!	#DIV/0!

1. Please specify national standard requirements for primary school teachers in terms of :

(a) Minimum academic qualifications:

TABLE 8 : Indicator 12 - Repetition rate in primary education by grade ^{1, 2, 3}

Country: Year:

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.12	Col.13
						Grade							
		1	2	3	4	5	6	7	8	9	10	Average grades 1 to 5	Gender Parity Index
NATIONAL (The whole country)	TOTAL (MF)	1,4%	1,1%	0,9%	1,0%	1,4%	1,7%	1,6%	0,5%	0,1%		1,1%	#DIV/0!
	Male (M)												
	Female (F)												
Province 1	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Province 2	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Province 3	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Province 4	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Province 5	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Urban areas	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Rural areas	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. If data in this table cover basic education, please specify below:

Primary education extends from grade to grade

Basic education extends from grade to grade

3. To the extent possible, the same table may be produced separately for public and private schools.

Data sources:

TABLE 1: Indicator 1 - Gross enrolment ratio in early childhood development programmes

Country: **Czech republic** Year: **1993**

Col.1 Add Province	Col.2	Col.3		Col.4		Col.5	Col.6	Col.7=Col.3/Col.6	Col.8
		Total	Enrolment	Pre-schools	Others				
NATIONAL (The whole country)	TOTAL (MF)	331 509	320 457	320 457	11 052	384 123	86.3	#DIV/0!	#DIV/0!
	Male (M)						#DIV/0!		
	Female (F)						#DIV/0!		
Province 1	TOTAL (MF)	33 092					#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)						#DIV/0!		
	Female (F)						#DIV/0!		
Province 2	TOTAL (MF)	32 870					#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)						#DIV/0!		
	Female (F)						#DIV/0!		
Province 3	TOTAL (MF)	23 524					#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)						#DIV/0!		
	Female (F)						#DIV/0!		
Province 4	TOTAL (MF)	27 483					#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)						#DIV/0!		
	Female (F)						#DIV/0!		
Province 5	TOTAL (MF)	39 969					#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)						#DIV/0!		
	Female (F)						#DIV/0!		
Province 6	TOTAL (MF)	39 553					#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)						#DIV/0!		
	Female (F)						#DIV/0!		
Province 7	TOTAL (MF)	69 440					#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)						#DIV/0!		
	Female (F)						#DIV/0!		
Province 8	TOTAL (MF)	65 578					#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)						#DIV/0!		
	Female (F)						#DIV/0!		
Urban areas	TOTAL (MF)						#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)						#DIV/0!		
	Female (F)						#DIV/0!		
Rural areas	TOTAL (MF)						#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)						#DIV/0!		
	Female (F)						#DIV/0!		

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. Please specify official age-group for early childhood development programmes, if different from 3-5 years old.

TABLE 2: Indicator 2 - Percentage of new entrants to Grade who have attended some form of organised early childhood development programme during at least one year (or one enrolment period)¹

Country: **Czech republic** Year: **1993**

Col.1 Add Province	Col.2	Col.3 New entrants to Grade 1		Col.4 Public	Col.5 Private ²	Col.6 New entrants with ECD experience		Col.7 Public	Col.8 Private ²	Col.9-10 Percentage of new entrants with ECD experience		Col.11 Private ²	Col.12 Gender Parity Index
		Total	Female (F)			Total	Private ²			Total	Public		
NATIONAL (The whole country)	TOTAL (MF)	132 403		131 255	1 148	125 654	1 089	124 565	1 089	94,9	94,9	94,9	#DIV/0!
	Male (M)	67 790								0,0	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)	64 613								0,0	#DIV/0!	#DIV/0!	#DIV/0!
Province 1	TOTAL (MF)	13 249								0,0	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)	6 787								0,0	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)	6 462								0,0	#DIV/0!	#DIV/0!	#DIV/0!
Province 2	TOTAL (MF)	13 826								0,0	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)	7 148								0,0	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)	6 678								0,0	#DIV/0!	#DIV/0!	#DIV/0!
Province 3	TOTAL (MF)	9 202								0,0	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)	4 715								0,0	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)	4 487								0,0	#DIV/0!	#DIV/0!	#DIV/0!
Province 4	TOTAL (MF)	11 040								0,0	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)	5 719								0,0	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)	5 321								0,0	#DIV/0!	#DIV/0!	#DIV/0!
Province 5	TOTAL (MF)	15 884								0,0	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)	8 281								0,0	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)	7 603								0,0	#DIV/0!	#DIV/0!	#DIV/0!
Province 6	TOTAL (MF)	15 779								0,0	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)	8 045								0,0	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)	7 734								0,0	#DIV/0!	#DIV/0!	#DIV/0!
Province 7	TOTAL (MF)	26 424								0,0	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)	13 411								0,0	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)	13 013								0,0	#DIV/0!	#DIV/0!	#DIV/0!
Province 8	TOTAL (MF)	26 999								0,0	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)	13 684								0,0	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)	13 315								0,0	#DIV/0!	#DIV/0!	#DIV/0!
Urban areas	TOTAL (MF)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Rural areas	TOTAL (MF)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake rates in primary education

Col.1 Add Province	Col.2		Col.3		Col.4		Col.5		Col.6		Col.7		Col.8		Col.9		Col.10 = Col.9/Col.9		Col.11 = Col.6/Col.9		Col.12		
	TOTAL (MF)	Male (M)	Female (F)	TOTAL (MF)	Male (M)	Female (F)	TOTAL (MF)	Male (M)	Female (F)	TOTAL (MF)	Male (M)	Female (F)	Public	Private	Public	Private	School entrance age population	AIR (Apparent intake rate)	NIR (Net intake rate)	AIR	NIR	AIR	NIR
NATIONAL (The whole country)	135 457	134 170	1 287	132 403	131 255	1 148	137 854	98,3	96,0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 1																							
Province 2																							
Province 3																							
Province 4																							
Province 5																							
Urban areas																							
Rural areas																							

Country: Czech republic

Year: 1993

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official entrance age to primary education :

Data sources :

TABLE 6 : Indicators 9 and 10 - Percentage of primary school teachers having the required academic qualifications, and Percentage of primary school teachers who are certified to teach according to national standards^{1,2}

Country:		Czech republic		Year:		1993		
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6=Col.4/Col.3	Col.7=Col.5/Col.3	Col.8	
Add Province		Number of primary school teachers		Certified to teach	With academic qualification (1)	Certified to teach (2)	Gender Parity Index	
		Total	With academic qualification				(1)	(2)
NATIONAL (The whole country)	TOTAL (MF)	63 767	57 878	5 889	90,8	9,2	#DIV/0!	#DIV/0!
	Male (M)	11 160			0,0	0,0		
	Female (F)	52 607			0,0	0,0		
Province 1	TOTAL (MF)	6 887	6 351	536	92,2	7,8	#DIV/0!	#DIV/0!
	Male (M)	971			0,0	0,0		
	Female (F)	5 916			0,0	0,0		
Province 2	TOTAL (MF)	6 769	6 154	615	90,9	9,1	#DIV/0!	#DIV/0!
	Male (M)	1 178			0,0	0,0		
	Female (F)	5 591			0,0	0,0		
Province 3	TOTAL (MF)	4 554	4 121	433	90,5	9,5	#DIV/0!	#DIV/0!
	Male (M)	930			0,0	0,0		
	Female (F)	3 624			0,0	0,0		
Province 4	TOTAL (MF)	5 290	4 754	536	89,9	10,1	#DIV/0!	#DIV/0!
	Male (M)	896			0,0	0,0		
	Female (F)	4 394			0,0	0,0		
Province 5	TOTAL (MF)	7 205	6 568	637	91,2	8,8	#DIV/0!	#DIV/0!
	Male (M)	1 142			0,0	0,0		
	Female (F)	6 063			0,0	0,0		
Province 6	TOTAL (MF)	7 696	6 878	818	89,4	10,6	#DIV/0!	#DIV/0!
	Male (M)	1 502			0,0	0,0		
	Female (F)	6 194			0,0	0,0		
Province 7	TOTAL (MF)	12 973	11 787	1 186	90,9	9,1	#DIV/0!	#DIV/0!
	Male (M)	2 656			0,0	0,0		
	Female (F)	10 317			0,0	0,0		
Province 8	TOTAL (MF)	12 472	11 265	1 207	90,3	9,7	#DIV/0!	#DIV/0!
	Male (M)	1 964			0,0	0,0		
	Female (F)	10 508			0,0	0,0		
Urban areas	TOTAL (MF)				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)				#DIV/0!	#DIV/0!		
	Female (F)				#DIV/0!	#DIV/0!		
Rural areas	TOTAL (MF)				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)				#DIV/0!	#DIV/0!		
	Female (F)				#DIV/0!	#DIV/0!		

1. Please specify national standard requirements for primary school teachers in terms of :

(a) Minimum academic qualifications:

TABLE 8 : Indicator 12 - Repetition rate in primary education by grade ^{1,2,3}

Country: Year:

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.12	Col.13
	Add Province	1	2	3	4	5	6	7	8	9	10	Average grades 1 to 5	Gender Parity Index
NATIONAL (The whole country)	TOTAL (MF)	1,5%	1,1%	0,9%	0,9%	1,4%	1,6%	1,6%	0,5%	0,1%		1,1%	
	Male (M)												
	Female (F)												
Province 1	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Province 2	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Province 3	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Province 4	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Province 5	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Urban areas	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Rural areas	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. If data in this table cover basic education, please specify below :

Primary education extends from grade to grade

Basic education extends from grade to grade

3. To the extent possible, the same table may be produced separately for public and private schools.

Data sources :

1993

TABLE 4: Indicators 5 and 6 - Gross and net enrolment ratios in primary education

Country:

Czech republic

Year:

1993

Col.1	Col.2	Col.3		Col.4		Col.5		Col.6		Col.7		Col.8		Col.9	Col.10 - Col.3/Col.9		Col.11 - Col.8/Col.9		Col.12	
		Total	Female (F)	Public	Private	Total	Public	Private	Total	Public	Private	Private	Official school-age population ²		enrolment ratio	enrolment ratio	GER	NER	GER	NER
NATIONAL (The whole country)	TOTAL (MF)	1 061 396		1 058 476		2 920		1 057 121		1 785		1 062 888	99.9	99.5	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)																			
	Female (F)																			
Province 1	TOTAL (MF)	111 588		110 545		1 043														
	Female (F)																			
Province 2	TOTAL (MF)	109 717		109 507		210														
	Female (F)																			
Province 3	TOTAL (MF)	74 087		74 087		0														
	Female (F)																			
Province 4	TOTAL (MF)	88 185		87 898		287														
	Female (F)																			
Province 5	TOTAL (MF)	123 625		123 301		324														
	Female (F)																			
Province 6	TOTAL (MF)	127 036		126 780		256														
	Female (F)																			
Province 7	TOTAL (MF)	218 477		217 870		607														
	Female (F)																			
Province 8	TOTAL (MF)	209 041		208 848		193														
	Female (F)																			
Urban areas	TOTAL (MF)																			
	Female (F)																			
Rural areas	TOTAL (MF)																			
	Female (F)																			

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official primary school age: Starting age: Ending age:

1993

TABLE 4-Indicators 5 and 6 - Gross and net enrolment ratios in primary education

Country: Czech republic

Year: 1993

Col.1	Col.2	Col.3		Col.4		Col.5		Col.6		Col.7		Col.8		Col.9	Col.10=Col.3/Col.9		Col.11=Col.10/Col.9		Col.12	
		Total	Private ¹	Public	Private ¹	Total	Public	Private ¹	Total	Public	Private ¹	Public	Private ¹		enrolment ratio	NER (Net enrolment ratio)	GER	NER	GER	NER
NATIONAL (The whole country)	TOTAL (MF)	1 061 396	2 920	1 058 476	2 920	1 057 121	1 055 336	1 785	1 062 888	99,9	#DIV/0!	99,5	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)																			
	Female (F)																			
Province 1	TOTAL (MF)	111 588	1 043	110 545	1 043															
	Male (M)																			
	Female (F)																			
Province 2	TOTAL (MF)	109 717	210	109 507	210															
	Male (M)																			
	Female (F)																			
Province 3	TOTAL (MF)	74 087	0	74 087	0															
	Male (M)																			
	Female (F)																			
Province 4	TOTAL (MF)	88 185	287	87 898	287															
	Male (M)																			
	Female (F)																			
Province 5	TOTAL (MF)	123 625	324	123 301	324															
	Male (M)																			
	Female (F)																			
Province 6	TOTAL (MF)	127 036	256	126 780	256															
	Male (M)																			
	Female (F)																			
Province 7	TOTAL (MF)	218 477	607	217 870	607															
	Male (M)																			
	Female (F)																			
Province 8	TOTAL (MF)	209 041	193	208 848	193															
	Male (M)																			
	Female (F)																			
Urban areas	TOTAL (MF)																			
	Male (M)																			
	Female (F)																			
Rural areas	TOTAL (MF)																			
	Male (M)																			
	Female (F)																			

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official primary school age: Starting age: Ending age:

TABLE 6 : Indicators 9 and 10 - Percentage of primary school teachers having the required academic qualifications; and Percentage of primary school teachers who are certified to teach according to national standards

Country: **Czech republic** Year: **1993**

Col.1	Col.2	Col.3		Col.4	Col.5	Col.6=Col.4/Col.3		Col.7=Col.5/Col.3	Col.8	
		Number of primary school teachers				With academic qualification (1)	Percentage of primary school teachers		Certified to teach (2)	Gender Parity Index
Add Province		Total							(1)	(2)
NATIONAL (The whole country)	TOTAL (MF)	63 767	57 878	5 889	90,8	9,2	#DIV/0!	#DIV/0!		
	Male (M)	11 160			0,0	0,0				
	Female (F)	52 607			0,0	0,0				
Province 1	TOTAL (MF)	6 887	6 351	536	92,2	7,8	#DIV/0!	#DIV/0!		
	Male (M)	971			0,0	0,0				
	Female (F)	5 916			0,0	0,0				
Province 2	TOTAL (MF)	6 769	6 154	615	90,9	9,1	#DIV/0!	#DIV/0!		
	Male (M)	1 178			0,0	0,0				
	Female (F)	5 591			0,0	0,0				
Province 3	TOTAL (MF)	4 554	4 121	433	90,5	9,5	#DIV/0!	#DIV/0!		
	Male (M)	930			0,0	0,0				
	Female (F)	3 624			0,0	0,0				
Province 4	TOTAL (MF)	5 290	4 754	536	89,9	10,1	#DIV/0!	#DIV/0!		
	Male (M)	896			0,0	0,0				
	Female (F)	4 394			0,0	0,0				
Province 5	TOTAL (MF)	7 205	6 568	637	91,2	8,8	#DIV/0!	#DIV/0!		
	Male (M)	1 142			0,0	0,0				
	Female (F)	6 063			0,0	0,0				
Province 6	TOTAL (MF)	7 696	6 878	818	89,4	10,6	#DIV/0!	#DIV/0!		
	Male (M)	1 502			0,0	0,0				
	Female (F)	6 194			0,0	0,0				
Province 7	TOTAL (MF)	12 973	11 787	1 186	90,9	9,1	#DIV/0!	#DIV/0!		
	Male (M)	2 656			0,0	0,0				
	Female (F)	10 317			0,0	0,0				
Province 8	TOTAL (MF)	12 472	11 265	1 207	90,3	9,7	#DIV/0!	#DIV/0!		
	Male (M)	1 964			0,0	0,0				
	Female (F)	10 508			0,0	0,0				
Urban areas	TOTAL (MF)				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
	Male (M)				#DIV/0!	#DIV/0!				
	Female (F)				#DIV/0!	#DIV/0!				
Rural areas	TOTAL (MF)				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
	Male (M)				#DIV/0!	#DIV/0!				
	Female (F)				#DIV/0!	#DIV/0!				

1. Please specify national standard requirements for primary school teachers in terms of :

(a) Minimum academic qualifications:

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake rates in primary education

Country: **Czech republic** Year: **1997**

Col.1 Add Province	Col.2		Col.3		Col.4		Col.5		Col.6		Col.7		Col.8		Col.9		Col.10 = Col.3/Col.9		Col.11 = Col.8/Col.9		Col.12	
	TOTAL (MF)	Male (M)	Female (F)	TOTAL (MF)	Male (M)	Female (F)	TOTAL (MF)	Male (M)	Female (F)	Total	Public	Private	Public	Private	School entrance age population	AIR (Apparent intake rate)	NIR (Net intake rate)	AIR	NIR	AIR	NIR	
NATIONAL (The whole country)	137 067	136 010	1 057	134 058	133 099	959	139 854	98,0	95,9	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 1																						
Province 2																						
Province 3																						
Province 4																						
Province 5																						
Urban areas																						
Rural areas																						

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official entrance age to primary education :

Data sources :

TABLE 4: Indicators 5 and 6 - Gross and net enrolment ratios in primary education

Country: Year:

Col.1 Add Province	Col.2	Col.3		Col.4		Col.5		Col.6		Col.7		Col.8		Col.9 Official school-age population ²	Col.10 = Col.3/Col.9 GER (Gross enrolment ratio)	Col.11 = Col.6/Col.9 NER (Net enrolment ratio)	Col.12	
		Total	Private	Public	Private	Total	Public	Private	Public	Private	Public	Private	Public				Private	GER
NATIONAL (The whole country)	TOTAL (MF)	1 141 058	6 690	1 134 368	6 690	1 131 575	1 123 825	7 750						1 143 021	99.8	99.0	#DIV/0!	#DIV/0!
	Male (M)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 1	TOTAL (MF)	112 514	1 375	111 139	1 375										#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 2	TOTAL (MF)	119 549	321	119 228	321										#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 3	TOTAL (MF)	79 576	171	79 405	171										#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 4	TOTAL (MF)	94 360	319	94 041	319										#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 5	TOTAL (MF)	134 630	1 306	133 324	1 306										#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 6	TOTAL (MF)	138 905	459	138 446	459										#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 7	TOTAL (MF)	230 380	1 090	229 290	1 090										#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 8	TOTAL (MF)	231 144	1 649	229 495	1 649										#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Urban areas	TOTAL (MF)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Rural areas	TOTAL (MF)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)														#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official primary school age : Starting age : Ending age :

country)	Female (F)												#DIV/0!	#DIV/0!	#DIV/0!
Province 1	TOTAL (MF)												#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)												#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)												#DIV/0!	#DIV/0!	#DIV/0!
Province 2	TOTAL (MF)												#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)												#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)												#DIV/0!	#DIV/0!	#DIV/0!
Province 3	TOTAL (MF)												#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)												#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)												#DIV/0!	#DIV/0!	#DIV/0!
Province 4	TOTAL (MF)												#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)												#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)												#DIV/0!	#DIV/0!	#DIV/0!
Province 5	TOTAL (MF)												#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)												#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)												#DIV/0!	#DIV/0!	#DIV/0!
Urban areas	TOTAL (MF)												#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)												#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)												#DIV/0!	#DIV/0!	#DIV/0!
Rural areas	TOTAL (MF)												#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)												#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)												#DIV/0!	#DIV/0!	#DIV/0!

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official entrance age to primary education :

Data sources :

TABLE 6 : Indicators 9 and 10 - Percentage of primary school teachers having the required academic qualifications; and Percentage of primary school teachers who are certified to teach according to national standards^{1,2}

Country: **Czech republic** Year: **1997**

Col.1 Add Province	Col.2	Col.3		Col.4	Col.5	Col.6=Col.4/Col.3		Col.7=Col.5/Col.3	Col.8	
		Total	With academic qualification	With academic qualification	Certified to teach	With academic qualification (1)	Certified to teach (2)	(1)	(2)	Gender Parity Index
NATIONAL (The whole country)	TOTAL (MF)	65 259	58 134	7 125	89,1	10,9	#DIV/0!	#DIV/0!		
	Male (M)	10 100			0,0	0,0				
	Female (F)	55 159			0,0	0,0				
Province 1	TOTAL (MF)	6 491	5 730	761	88,3	11,7	#DIV/0!	#DIV/0!		
	Male (M)	819			0,0	0,0				
	Female (F)	5 672			0,0	0,0				
Province 2	TOTAL (MF)	7 021	5 965	1 056	85,0	15,0	#DIV/0!	#DIV/0!		
	Male (M)	1 015			0,0	0,0				
	Female (F)	6 006			0,0	0,0				
Province 3	TOTAL (MF)	4 598	4 365	233	94,9	5,1	#DIV/0!	#DIV/0!		
	Male (M)	824			0,0	0,0				
	Female (F)	3 774			0,0	0,0				
Province 4	TOTAL (MF)	5 396	4 852	544	89,9	10,1	#DIV/0!	#DIV/0!		
	Male (M)	793			0,0	0,0				
	Female (F)	4 603			0,0	0,0				
Province 5	TOTAL (MF)	7 455	6 228	1 227	83,5	16,5	#DIV/0!	#DIV/0!		
	Male (M)	1 055			0,0	0,0				
	Female (F)	6 400			0,0	0,0				
Province 6	TOTAL (MF)	8 044	7 294	750	90,7	9,3	#DIV/0!	#DIV/0!		
	Male (M)	1 400			0,0	0,0				
	Female (F)	6 644			0,0	0,0				
Province 7	TOTAL (MF)	13 156	11 978	1 178	91,0	9,0	#DIV/0!	#DIV/0!		
	Male (M)	2 363			0,0	0,0				
	Female (F)	10 793			0,0	0,0				
Province 8	TOTAL (MF)	13 098	11 722	1 376	89,5	10,5	#DIV/0!	#DIV/0!		
	Male (M)	1 831			0,0	0,0				
	Female (F)	11 267			0,0	0,0				
Urban areas	TOTAL (MF)				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
	Male (M)				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
	Female (F)				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
Rural areas	TOTAL (MF)				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
	Male (M)				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
	Female (F)				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		

1. Please specify national standard requirements for primary school teachers in terms of :

(a) Minimum academic qualifications:

TABLE 8 : Indicator 12 - Repetition rate in primary education by grade ^{1, 2, 3}

Country: Year:

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.12	Col.13
		1	2	3	4	5	6	7	8	9	10	Average grades 1 to 5	Gender Parity Index
NATIONAL (The whole country)	TOTAL (MF)	1,4%	1,0%	1,0%	0,9%	1,1%	2,0%	1,8%	1,5%	0,5%		1,1%	#DIV/0!
	Male (M)												
	Female (F)												
Province 1	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Province 2	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Province 3	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Province 4	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Province 5	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Urban areas	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												
Rural areas	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. If data in this table cover basic education, please specify below :

Primary education extends from grade to grade

Basic education extends from grade to grade

3. To the extent possible, the same table may be produced separately for public and private schools.

Data sources :

TABLE 1: Indicator 1 - Gross enrolment ratio in early childhood development programme

Country: **Czech republic** Year: **1996**

Col.1 Add Province	Col.2	Col.3		Col.4		Col.5 Others	Col.6 Official age-group ² population (or 3-5 years)	Col.7=Col.3/Col.6 GER (Gross enrolment ratio)	Col.8 Gender Parity Index
		Total	Pre-schools	Enrolment					
NATIONAL (The whole country)	TOTAL (MF)	324 310	317 153		7 157		369 042	87,9	#DIV/0!
	Male (M)							#DIV/0!	
	Female (F)							#DIV/0!	
Province 1	TOTAL (MF)	32 261	31 156		1 105			#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	
	Female (F)							#DIV/0!	
Province 2	TOTAL (MF)	32 573	31 918		655			#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	
	Female (F)							#DIV/0!	
Province 3	TOTAL (MF)	22 999	22 676		323			#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	
	Female (F)							#DIV/0!	
Province 4	TOTAL (MF)	25 693	25 412		281			#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	
	Female (F)							#DIV/0!	
Province 5	TOTAL (MF)	37 269	36 281		988			#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	
	Female (F)							#DIV/0!	
Province 6	TOTAL (MF)	39 982	38 966		1 016			#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	
	Female (F)							#DIV/0!	
Province 7	TOTAL (MF)	68 140	67 067		1 073			#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	
	Female (F)							#DIV/0!	
Province 8	TOTAL (MF)	65 393	63 687		1 706			#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	
	Female (F)							#DIV/0!	
Urban areas	TOTAL (MF)							#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	
	Female (F)							#DIV/0!	
Rural areas	TOTAL (MF)							#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	
	Female (F)							#DIV/0!	

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. Please specify official age-group for early childhood development programmes, if different from 3-5 years old.

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period) ¹

Country:		Czech republic										Year:	1996
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9 = Col.6/Col.3	Col.10 = Col.7/Col.4	Col.11 = Col.8/Col.5	Col.12		
Add Province	TOTAL (MF) Male (M) Female (F)	New entrants to Grade 1		Private ²	New entrants with ECD experience		Private ²	Percentage of new entrants with ECD experience		Private ²	Gender Parity Index		
		Total	Public		Total	Public		Total	Public				
NATIONAL (The whole country)	TOTAL (MF) Male (M) Female (F)	130 032	129 114	918	124 754	123 899	855	95,9	96,0	93,1	#DIV/0!		
Province 1	TOTAL (MF) Male (M) Female (F)	12 780	12 615	165				0,0	0,0	0,0	#DIV/0!		
Province 2	TOTAL (MF) Male (M) Female (F)	13 656	13 621	35				0,0	0,0	0,0	#DIV/0!		
Province 3	TOTAL (MF) Male (M) Female (F)	9 106	9 083	23				0,0	0,0	0,0	#DIV/0!		
Province 4	TOTAL (MF) Male (M) Female (F)	10 954	10 882	72				0,0	0,0	0,0	#DIV/0!		
Province 5	TOTAL (MF) Male (M) Female (F)	15 712	15 563	149				0,0	0,0	0,0	#DIV/0!		
Province 6	TOTAL (MF) Male (M) Female (F)	15 553	15 499	54				0,0	0,0	0,0	#DIV/0!		
Province 7	TOTAL (MF) Male (M) Female (F)	25 765	25 588	177				0,0	0,0	0,0	#DIV/0!		
Province 8	TOTAL (MF) Male (M) Female (F)	26 506	26 260	246				0,0	0,0	0,0	#DIV/0!		
Urban areas	TOTAL (MF) Male (M) Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
Rural areas	TOTAL (MF) Male (M) Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake rates in primary education

Country: **Czech republic** Year: **1996**

Col.1 Add Province	Col.2	Col.3		Col.4		Col.5		Col.6	Col.7		Col.8	Col.9	Col.10 = Col.3/Col.9	Col.11 = Col.6/Col.9	Col.12	
		Total	Private	Public	Private	Public	Private		Public	Private					AIR	NIR
NATIONAL (The whole country)	TOTAL (MF)	131 105	130 127	978	129 114	918	133 145	98.5	97.7	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 1	TOTAL (MF)	12 946	12 767	179				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 2	TOTAL (MF)	13 774	13 727	47				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 3	TOTAL (MF)	9 152	9 125	27				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 4	TOTAL (MF)	10 945	10 874	71				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 5	TOTAL (MF)	15 880	15 699	181				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 6	TOTAL (MF)	15 764	15 695	69				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 7	TOTAL (MF)	26 020	25 846	174				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 8	TOTAL (MF)	26 624	26 393	231				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Urban areas	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Rural areas	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official entrance age to primary education :

TABLE 4: Indicators 5 and 6 - Gross and net enrolment ratios in primary education

Year: 1996

Country: Czech republic

Col.1 Add Province	Col.2		Col.3		Col.4		Col.5		Col.6		Col.7		Col.8		Col.9		Col.10=Col.3/Col.9		Col.11=Col.6/Col.9		Col.12		
	TOTAL (MF)	Male (M)	TOTAL	Private	Public	Private	Private	Private	Total	Public	Private	Public	Private	Official school-age population ²	GER (Gross enrolment ratio)	NER (Net enrolment ratio)	GER	NER	GER	NER	GER	NER	
NATIONAL (The whole country)	1 149 609		1 143 631	5 978	1 136 800	5 978	1 142 587	5 787	1 162 427	98.3	#DIV/0!	98.3	#DIV/0!		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 1	115 103		113 847	1 256											#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 2	119 474		119 176	298											#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 3	80 076		79 982	94											#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 4	95 381		95 066	315											#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 5	135 911		134 684	1 227											#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 6	139 401		138 976	425											#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 7	232 381		231 391	990											#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 8	231 882		230 509	1 373											#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Urban areas															#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Rural areas															#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official primary school age : Starting age : Ending age :

TABLE 6 : Indicators 9 and 10 - Percentage of primary school teachers having the required academic qualifications; and Percentage of primary school teachers who are certified to teach according to national standards^{1,2}

Country: **Czech republic** Year: **1996**

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6=Col.4/Col.3	Col.7=Col.5/Col.3	Col.8
Add Province		Number of primary school teachers		Certified to teach	Percentage of primary school teachers		Gender Parity Index
		Total	With academic qualification		With academic qualification (1)	Certified to teach (2)	
NATIONAL (The whole country)	TOTAL (MF)	69 578	61 984	7 594	89,1	10,9	#DIV/0!
	Male (M)	11 002			0,0	0,0	
	Female (F)	58 576			0,0	0,0	
Province 1	TOTAL (MF)	6 995	6 107	888	87,3	12,7	#DIV/0!
	Male (M)	899			0,0	0,0	
	Female (F)	6 096			0,0	0,0	
Province 2	TOTAL (MF)	7 381	6 279	1 102	85,1	14,9	#DIV/0!
	Male (M)	1 127			0,0	0,0	
	Female (F)	6 254			0,0	0,0	
Province 3	TOTAL (MF)	4 923	4 679	244	95,0	5,0	#DIV/0!
	Male (M)	902			0,0	0,0	
	Female (F)	4 021			0,0	0,0	
Province 4	TOTAL (MF)	5 768	5 148	620	89,3	10,7	#DIV/0!
	Male (M)	881			0,0	0,0	
	Female (F)	4 887			0,0	0,0	
Province 5	TOTAL (MF)	7 978	6 702	1 276	84,0	16,0	#DIV/0!
	Male (M)	1 159			0,0	0,0	
	Female (F)	6 819			0,0	0,0	
Province 6	TOTAL (MF)	8 556	7 793	763	91,1	8,9	#DIV/0!
	Male (M)	1 487			0,0	0,0	
	Female (F)	7 069			0,0	0,0	
Province 7	TOTAL (MF)	13 994	12 730	1 264	91,0	9,0	#DIV/0!
	Male (M)	2 552			0,0	0,0	
	Female (F)	11 442			0,0	0,0	
Province 8	TOTAL (MF)	13 983	12 546	1 437	89,7	10,3	#DIV/0!
	Male (M)	1 995			0,0	0,0	
	Female (F)	11 988			0,0	0,0	
Urban areas	TOTAL (MF)				#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)				#DIV/0!	#DIV/0!	
	Female (F)				#DIV/0!	#DIV/0!	
Rural areas	TOTAL (MF)				#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)				#DIV/0!	#DIV/0!	
	Female (F)				#DIV/0!	#DIV/0!	

1. Please specify national standard requirements for primary school teachers in terms of :

(a) Minimum academic qualifications:

TABLE 8 : Indicator 12 - Repetition rate in primary education by grade 1, 2, 3

Country: Year:

Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.12	Col.13
Add Province		1	2	3	4	5	6	7	8	9	10	Average grades 1 to 5	Gender Parity Index
NATIONAL (The whole country)	TOTAL (MF)	1,7%	1,2%	1,1%	1,1%	1,2%	1,9%	2,3%	1,5%	0,4%	10	1,3%	#DIV/0!
	Male (M)												
	Female (F)												
Province 1	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												#DIV/0!
Province 2	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												#DIV/0!
Province 3	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												#DIV/0!
Province 4	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												#DIV/0!
Province 5	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												#DIV/0!
Urban areas	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												#DIV/0!
Rural areas	TOTAL (MF)												#DIV/0!
	Male (M)												
	Female (F)												#DIV/0!

1. Data in this table should be derived using the cohort pupil flow model (see note in Annex on cohort analysis and the attached Excel file: TEMPLATE2.XLS).

2. If data in this table cover basic education, please specify below :

Primary education extends from grade to grade

Basic education extends from grade to grade

3. To the extent possible, the same table may be produced separately for public and private schools.

Data sources :

TABLE 1: Indicator 1 - Gross enrolment ratio in early childhood development program¹

Country: **Czech republic** Year: **1995**

Col.1 Add Province	Col.2	Col.3		Col.4		Col.5		Col.6 Official age-group ² population (or 3-5 years)	Col.7=Col.3/Col.6 GER (Gross enrolment ratio)	Col.8 Gender Parity Index
		Total	Enrollment	Pre-schools	Others	Total	Others			
NATIONAL (The whole country)	TOTAL (MF)	340 943		333 433	7 510			381 577	89.4	#DIV/0!
	Male (M)								#DIV/0!	
	Female (F)								#DIV/0!	
Province 1	TOTAL (MF)	33 656		32 495	1 161				#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	
	Female (F)								#DIV/0!	
Province 2	TOTAL (MF)	34 469		33 708	761				#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	
	Female (F)								#DIV/0!	
Province 3	TOTAL (MF)	24 466		24 094	372				#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	
	Female (F)								#DIV/0!	
Province 4	TOTAL (MF)	27 195		26 923	272				#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	
	Female (F)								#DIV/0!	
Province 5	TOTAL (MF)	40 328		39 206	1 122				#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	
	Female (F)								#DIV/0!	
Province 6	TOTAL (MF)	41 380		40 403	977				#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	
	Female (F)								#DIV/0!	
Province 7	TOTAL (MF)	70 900		69 719	1 181				#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	
	Female (F)								#DIV/0!	
Province 8	TOTAL (MF)	68 549		66 885	1 664				#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	
	Female (F)								#DIV/0!	
Urban areas	TOTAL (MF)								#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	
	Female (F)								#DIV/0!	
Rural areas	TOTAL (MF)								#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	
	Female (F)								#DIV/0!	

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. Please specify official age-group for early childhood development programmes, if different from 3-5 years old:

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period)¹

Country:		Czech republic										Year:	1995
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9=Col.6/Col.3	Col.10=Col.7/Col.4	Col.11=Col.8/Col.5	Col.12		
Add Province		New entrants to Grade 1		New entrants with ECD experience		Percentage of new entrants with ECD experience		Private ²		Gender Parity Index			
		Total	Public	Private ²	Total	Public	Private ²	Total	Public	Private ²	GER		
NATIONAL	TOTAL (MF)	132 567	131 666	901	127 189	126 358	831	95,9	96,0	92,2	#DIV/0!		
(The whole country)	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!			
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!			
Province 1	TOTAL (MF)	13 123	12 968	155				0,0	0,0	0,0	#DIV/0!		
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!			
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!			
Province 2	TOTAL (MF)	13 874	13 832	42				0,0	0,0	0,0	#DIV/0!		
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!			
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!			
Province 3	TOTAL (MF)	8 946	8 917	29				0,0	0,0	0,0	#DIV/0!		
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!			
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!			
Province 4	TOTAL (MF)	11 259	11 192	67				0,0	0,0	0,0	#DIV/0!		
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!			
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!			
Province 5	TOTAL (MF)	15 643	15 473	170				0,0	0,0	0,0	#DIV/0!		
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!			
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!			
Province 6	TOTAL (MF)	15 945	15 897	48				0,0	0,0	0,0	#DIV/0!		
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!			
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!			
Province 7	TOTAL (MF)	26 450	26 284	166				0,0	0,0	0,0	#DIV/0!		
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!			
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!			
Province 8	TOTAL (MF)	27 327	27 103	224				0,0	0,0	0,0	#DIV/0!		
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!			
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!			
Urban areas	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!			
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!			
Rural areas	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!			
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!			

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake s in primary education

Country:

Czech republic

Year:

1995

Col.1 Add Province	Col.2	Col.3		Col.4		Col.5		Col.6 New entrants of primary school entrance age ² Total	Col.7 Public	Col.8 Private	Col.9 School entrance age population	Col.10 = Col.3/Col.9 AIR (Apparent intake rate)	Col.11 = Col.8/Col.9 NIR (Net intake rate)	Col.12	
		Total	Private	Public	Private	AIR	NIR								
NATIONAL (The whole country)	TOTAL (MF)	147 497	146 343	1 154	132 567	131 666	901	99,7	89,6	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)														
	Female (F)														
Province 1	TOTAL (MF)	15 176	14 908	268											
	Male (M)														
	Female (F)														
Province 2	TOTAL (MF)	15 455	15 301	154											
	Male (M)														
	Female (F)														
Province 3	TOTAL (MF)	9 875	9 797	78											
	Male (M)														
	Female (F)														
Province 4	TOTAL (MF)	12 526	12 495	31											
	Male (M)														
	Female (F)														
Province 5	TOTAL (MF)	17 147	17 072	75											
	Male (M)														
	Female (F)														
Province 6	TOTAL (MF)	17 836	17 761	75											
	Male (M)														
	Female (F)														
Province 7	TOTAL (MF)	29 572	29 372	200											
	Male (M)														
	Female (F)														
Province 8	TOTAL (MF)	29 910	29 637	273											
	Male (M)														
	Female (F)														
Urban areas	TOTAL (MF)														
	Male (M)														
	Female (F)														
Rural areas	TOTAL (MF)														
	Male (M)														
	Female (F)														

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

2. Official entrance age to primary education :

TABLE 4: Indicators 5 and 6 - Gross and net enrolment ratios in primary education

Country: **Czech republic** Year: **1995**

Col.1	Col.2	Col.3		Col.4		Col.5		Col.6		Col.7		Col.8	Col.9	Col.10 = Col.3/Col.9	Col.11 = Col.9/Col.9	Col.12	
		Total	Private	Public	Private	Total	Public	Private	Public	Private	Public					Private	GER
NATIONAL (The whole country)	TOTAL (MF)	1 052 811	5 461	1 047 350	1 049 785	1 045 207	4 578	1 059 454	99,4	99,1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)																
	Female (F)																
Province 1	TOTAL (MF)	106 794	1 296	105 498													
	Male (M)																
	Female (F)																
Province 2	TOTAL (MF)	108 607	315	108 292													
	Male (M)																
	Female (F)																
Province 3	TOTAL (MF)	72 567	72	72 495													
	Male (M)																
	Female (F)																
Province 4	TOTAL (MF)	87 969	324	87 645													
	Male (M)																
	Female (F)																
Province 5	TOTAL (MF)	124 551	1 043	123 508													
	Male (M)																
	Female (F)																
Province 6	TOTAL (MF)	127 388	392	126 996													
	Male (M)																
	Female (F)																
Province 7	TOTAL (MF)	212 928	890	212 038													
	Male (M)																
	Female (F)																
Province 8	TOTAL (MF)	212 280	1 169	211 111													
	Male (M)																
	Female (F)																
Urban areas	TOTAL (MF)																
	Male (M)																
	Female (F)																
Rural areas	TOTAL (MF)																
	Male (M)																
	Female (F)																

1. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not it receives financial support from such authorities.

TABLE 6 : Indicators 9 and 10 - Percentage of primary school teachers having the required academic qualifications; and Percentage of primary school teachers who are certified to teach according to national standards^{1,2}

Country: **Czech republic** Year: **1995**

Col.1 Add Province	Col.2	Col.3		Col.4 Number of primary school teachers With academic qualification	Col.5 Certified to teach	Col.6=Col.4/Col.3		Col.7=Col.5/Col.3 Certified to teach (2)	Col.8 Gender Parity Index	
		Total				With academic qualification (1)			(1)	(2)
NATIONAL (The whole country)	TOTAL (MF)	63 019		56 147	6 872	89,1		10,9	#DIV/0!	#DIV/0!
	Male (M)	10 368				0,0		0,0		
	Female (F)	52 651				0,0		0,0		
Province 1	TOTAL (MF)	6 559		6 010	549	91,6		8,4	#DIV/0!	#DIV/0!
	Male (M)	834				0,0		0,0		
	Female (F)	5 725				0,0		0,0		
Province 2	TOTAL (MF)	6 733		6 121	612	90,9		9,1	#DIV/0!	#DIV/0!
	Male (M)	1 070				0,0		0,0		
	Female (F)	5 663				0,0		0,0		
Province 3	TOTAL (MF)	4 483		4 157	326	92,7		7,3	#DIV/0!	#DIV/0!
	Male (M)	858				0,0		0,0		
	Female (F)	3 625				0,0		0,0		
Province 4	TOTAL (MF)	5 228		4 654	574	89,0		11,0	#DIV/0!	#DIV/0!
	Male (M)	835				0,0		0,0		
	Female (F)	4 393				0,0		0,0		
Province 5	TOTAL (MF)	7 168		6 489	679	90,5		9,5	#DIV/0!	#DIV/0!
	Male (M)	1 055				0,0		0,0		
	Female (F)	6 113				0,0		0,0		
Province 6	TOTAL (MF)	7 614		6 878	736	90,3		9,7	#DIV/0!	#DIV/0!
	Male (M)	1 397				0,0		0,0		
	Female (F)	6 217				0,0		0,0		
Province 7	TOTAL (MF)	12 709		11 254	1 455	88,6		11,4	#DIV/0!	#DIV/0!
	Male (M)	2 441				0,0		0,0		
	Female (F)	10 268				0,0		0,0		
Province 8	TOTAL (MF)	12 525		10 584	1 941	84,5		15,5	#DIV/0!	#DIV/0!
	Male (M)	1 878				0,0		0,0		
	Female (F)	10 647				0,0		0,0		
Urban areas	TOTAL (MF)					#DIV/0!		#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)					#DIV/0!		#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)					#DIV/0!		#DIV/0!	#DIV/0!	#DIV/0!
Rural areas	TOTAL (MF)					#DIV/0!		#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)					#DIV/0!		#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)					#DIV/0!		#DIV/0!	#DIV/0!	#DIV/0!

1. Please specify national standard requirements for primary school teachers in terms of :

(a) Minimum academic qualifications:

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period)¹

Country	1998												
	Col1	Col2	Col3	Col4	Col5	Col6	Col7	Col8	Col9	Col10	Col11	Col12	
Add Province	Total	Public	Private	Total	Public	Private	Total	Public	Private	Total	Public	Private	GER
NATIONAL (the whole country)	TOTAL (MF)	125 885	124 875	1 010	119 571	950	120 521	119 571	950	95,7	95,8	94,1	#DIV/0!
	Male (M)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 1	TOTAL (MF)	12 011	11 803	208	11 560	194	11 754	11 560	194	97,9	97,9	93,3	#DIV/0!
	Male (M)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 2	TOTAL (MF)	13 708	13 673	35	12 845	33	12 878	12 845	33	93,9	93,9	94,3	#DIV/0!
	Male (M)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 3	TOTAL (MF)	8 531	8 481	50	8 200	45	8 200	8 155	45	96,1	96,2	90,0	#DIV/0!
	Male (M)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 4	TOTAL (MF)	10 328	10 269	59	9 921	54	9 921	9 867	54	96,1	96,1	91,5	#DIV/0!
	Male (M)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 5	TOTAL (MF)	15 066	14 907	159	14 321	148	14 321	14 173	148	95,1	95,1	93,1	#DIV/0!
	Male (M)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 6	TOTAL (MF)	15 797	15 730	67	14 800	63	14 800	14 737	63	93,7	93,7	94,0	#DIV/0!
	Male (M)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 7	TOTAL (MF)	25 438	25 231	207	24 154	197	24 154	23 957	197	95,0	95,0	95,2	#DIV/0!
	Male (M)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 8	TOTAL (MF)	25 006	24 781	225	24 154	215	24 154	23 939	215	96,6	96,6	95,6	#DIV/0!
	Male (M)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Urban areas	TOTAL (MF)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Rural areas	TOTAL (MF)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Female (F)									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

¹ Early childhood development programmes should include those in registered pre-schools (or primary schools) and those in informal or unregistered educational institutions. The data on enrolment should include those in registered pre-schools (or primary schools) and those in informal or unregistered educational institutions.

TABLE 3: Indicators 3 and 4 - Apparent(Gross) and net intake rates in primary education

Czech republic

1998

Country	Col 1	Col 2	Col 3		Col 4		Col 5		Col 6	Col 7	Col 8	Col 9	Col 10	Col 11	Col 12
			Total	Public	Private	Total	Public	Private							
NATIONAL (The whole country)	TOTAL (MF)	127 015	125 898	1 117	124 875	1 010	129 141	98,4	#DIV/0!	#DIV/0!	97,5	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Male (M)								#DIV/0!	#DIV/0!					
Province 1	TOTAL (MF)	12 238	11 972	246					#DIV/0!	#DIV/0!					
	Male (M)								#DIV/0!	#DIV/0!					
Province 2	TOTAL (MF)	13 865	13 826	39					#DIV/0!	#DIV/0!					
	Male (M)								#DIV/0!	#DIV/0!					
Province 3	TOTAL (MF)	8 553	8 502	51					#DIV/0!	#DIV/0!					
	Male (M)								#DIV/0!	#DIV/0!					
Province 4	TOTAL (MF)	10 340	10 282	58					#DIV/0!	#DIV/0!					
	Male (M)								#DIV/0!	#DIV/0!					
Province 5	TOTAL (MF)	15 166	14 969	197					#DIV/0!	#DIV/0!					
	Male (M)								#DIV/0!	#DIV/0!					
Province 6	TOTAL (MF)	15 996	15 930	66					#DIV/0!	#DIV/0!					
	Male (M)								#DIV/0!	#DIV/0!					
Province 7	TOTAL (MF)	25 741	25 534	207					#DIV/0!	#DIV/0!					
	Male (M)								#DIV/0!	#DIV/0!					
Province 8	TOTAL (MF)	25 116	24 863	253					#DIV/0!	#DIV/0!					
	Male (M)								#DIV/0!	#DIV/0!					
Urban areas	TOTAL (MF)								#DIV/0!	#DIV/0!					
	Male (M)								#DIV/0!	#DIV/0!					
Rural areas	TOTAL (MF)								#DIV/0!	#DIV/0!					
	Male (M)								#DIV/0!	#DIV/0!					

1 By Private (Simultaneous) and Public (Traditional) forms of education. Public (Traditional) includes public, primary, secondary and tertiary education. Public (Simultaneous) includes public, primary, secondary and tertiary education.

2 Official entrance to primary education.

TABLE 4: Indicators 5 and 6 - Gross and net enrolment ratios in primary education

1998

Czech republic

Country	Col1	Col2	Col3		Col4		Col5		Col6		Col7		Col8		Col9		Col10		Col11		Col12	
			Total	Private	Public	Total	Private	Public	Total	Private	Public	Total	Private	Public	Total	Private	Public	Total	Private	Public	Total	Private
NATIONAL (The whole country)	1 082 415	1 076 613	5 802	1 075 121	1 065 124	9 997	1 085 141	99,7	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 1	106 025	104 947	1 078						#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 2	114 102	113 901	201						#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 3	75 639	75 477	162						#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 4	88 895	88 530	365						#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 5	125 928	124 863	1 065						#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 6	131 857	131 505	352						#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 7	221 187	219 917	1 270						#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Province 8	218 782	217 473	1 309						#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Urban areas									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Rural areas									#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

1. By Private is meant here all educational institutions not operated by a public authority, whether private or public, or financially supported from such authorities.

TABLE 5: Indicators 7 and 8 - Public expenditure on primary education as percentage of GNP and of total public expenditure on education (all levels); and Public current expenditure on primary education per pupil as percentage of Gross National Product (GNP) per capita

Country		Czech republic									
		Year									
Country	Year	Public current expenditure on primary education	Total public expenditure on education	Total population	Public current expenditure on primary education	Public current expenditure on primary education	Public current expenditure on primary education	Public current expenditure on primary education	Public current expenditure on primary education	Public current expenditure on primary education	Public current expenditure on primary education
Country	Year	ColZ	Col3	Col4	Col5	Col6	Col7	Col8	Col9	Col10	Col11
Country	Year	Public current expenditure on primary education	Total public expenditure on education	Total population	Public current expenditure on primary education	Public current expenditure on primary education	Public current expenditure on primary education	Public current expenditure on primary education	Public current expenditure on primary education	Public current expenditure on primary education	Public current expenditure on primary education
	1990	6	24	1 193 078	579	10 280 365	26,7	1,1	9,5		
	1991	8	31	1 166 480	750	10 305 458	25,5	1,1	9,3		
	1992	10	38	1 115 027	847	10 313 877	27,4	1,2	11,4		
	1993	16	54	1 061 396	1 002	10 326 021	28,7	1,5	15,0		
	1994	18	63	1 027 734	1 149	10 334 564	28,6	1,6	15,8		
	1995	21	72	1 004 565	1 349	10 333 161	29,2	1,6	16,0		
	1996	25	82	1 100 096	1 533	10 321 541	30,5	1,6	15,3		
	1997	24	79	1 141 058	1 650	10 309 137	30,4	1,5	13,1		
	1998	24	80	1 130 243	1 777	10 289 621	30,0	1,4	12,3		
	1999						#DIV/0!	#DIV/0!	#DIV/0!		
	2000 *						#DIV/0!	#DIV/0!	#DIV/0!		

Note: Data should refer to actual expenditure in national currency unless indicated by unit or conversion factor in this table.

Data sources

TABLE 6 : Indicators 9 and 10 - Percentage of primary school teachers having the required academic qualifications; and Percentage of primary school teachers who are certified to teach according to national standards^{1, 2}

Country: Czech republic

Year: 1998

Col1	Col2	Col3	Col4	Col5	Col6	Col7	Col8	Col9	Col10
Add Province	TOTAL (MF)	Male (M)	Female (F)	Total	Number of primary school teachers with academic qualifications	Percentage of primary school teachers with academic qualifications	Number of primary school teachers with national standards	Percentage of primary school teachers with national standards	Col9
NATIONAL (The whole country)	65 370	10 064	55 306	57 618	7 752	88,1	11,9	0,0	#DIV/0!
Province 1	6 446	796	5 650	5 599	847	86,9	13,1	0,0	#DIV/0!
Province 2	7 038	1 006	6 032	5 844	1 194	83,0	17,0	0,0	#DIV/0!
Province 3	4 585	796	3 789	4 349	236	94,9	5,1	0,0	#DIV/0!
Province 4	5 381	775	4 606	4 769	612	88,6	11,4	0,0	#DIV/0!
Province 5	7 499	1 027	6 472	6 189	1 310	82,5	17,5	0,0	#DIV/0!
Province 6	8 119	1 418	6 701	7 307	812	90,0	10,0	0,0	#DIV/0!
Province 7	13 223	2 420	10 803	11 970	1 253	90,5	9,5	0,0	#DIV/0!
Province 8	13 079	1 826	11 253	11 591	1 488	88,6	11,4	0,0	#DIV/0!
Urban areas	TOTAL (MF)	Male (M)	Female (F)			#DIV/0!	#DIV/0!		#DIV/0!
Rural areas	TOTAL (MF)	Male (M)	Female (F)			#DIV/0!	#DIV/0!		#DIV/0!

1/ Please specify national standards requirements for primary school teachers in terms of

2/ Minimum academic qualifications

TABLE 8 : Indicator 12 - Repetition rate in primary education by grade 1, 2, 3

1998

Czech republic

Country	Grade										Col/12 Average Grades 1 to 5	Col/13 Gender Parity Index											
	Col/1	Col/2	Col/3	Col/4	Col/5	Col/6	Col/7	Col/8	Col/9	Col/10			Col/11										
Add Province																							
NATIONAL (The whole country)		1,7%	1,1%	1,1%	1,1%	1,1%	1,2%	1,7%	2,0%	1,6%	0,5%												#DIV/0!
Province 1																							#DIV/0!
Province 2																							#DIV/0!
Province 3																							#DIV/0!
Province 4																							#DIV/0!
Province 5																							#DIV/0!
Province 6																							#DIV/0!
Province 7																							#DIV/0!
Province 8																							#DIV/0!
Urban areas																							#DIV/0!
Rural areas																							#DIV/0!

1. Data in this table should be presented in the following order: all have need data from a 2000 census study that are not reported in the table (X-axis).
 2. Data in this table cover basic education (grades 1 to 5).
 3. Primary education includes: kindergarten.
 4. Basic education includes: primary and secondary education.
 5. To the extent possible the same table may be produced separately for public and private schools.

TABLE 1: Indicator 1 - Gross enrolment ratio in early childhood development program

Country: **Czech republic** Year: **1997**

Col.1 Add Province	Col.2	Col.3		Col.4		Col.5		Col.6 Official age-group ² population (or 3-5 years)	Col.7=Col.3/Col.6 GER (Gross enrolment ratio)	Col.8 Gender Parity Index
		Total	Pre-schools	Others	Others					
NATIONAL (The whole country)	TOTAL (MF)	314 377	307 508	6 869		346 478	90,7	#DIV/0!		
	Male (M)						#DIV/0!	#DIV/0!		
	Female (F)							#DIV/0!		
Province 1	TOTAL (MF)	31 303	30 219	1 084			#DIV/0!	#DIV/0!		
	Male (M)						#DIV/0!	#DIV/0!		
	Female (F)						#DIV/0!	#DIV/0!		
Province 2	TOTAL (MF)	31 943	31 328	615			#DIV/0!	#DIV/0!		
	Male (M)						#DIV/0!	#DIV/0!		
	Female (F)						#DIV/0!	#DIV/0!		
Province 3	TOTAL (MF)	22 374	22 087	287			#DIV/0!	#DIV/0!		
	Male (M)						#DIV/0!	#DIV/0!		
	Female (F)						#DIV/0!	#DIV/0!		
Province 4	TOTAL (MF)	25 125	24 836	289			#DIV/0!	#DIV/0!		
	Male (M)						#DIV/0!	#DIV/0!		
	Female (F)						#DIV/0!	#DIV/0!		
Province 5	TOTAL (MF)	35 770	34 747	1 023			#DIV/0!	#DIV/0!		
	Male (M)						#DIV/0!	#DIV/0!		
	Female (F)						#DIV/0!	#DIV/0!		
Province 6	TOTAL (MF)	38 841	37 823	1 018			#DIV/0!	#DIV/0!		
	Male (M)						#DIV/0!	#DIV/0!		
	Female (F)						#DIV/0!	#DIV/0!		
Province 7	TOTAL (MF)	66 551	65 482	1 069			#DIV/0!	#DIV/0!		
	Male (M)						#DIV/0!	#DIV/0!		
	Female (F)						#DIV/0!	#DIV/0!		
Province 8	TOTAL (MF)	62 471	60 986	1 485			#DIV/0!	#DIV/0!		
	Male (M)						#DIV/0!	#DIV/0!		
	Female (F)						#DIV/0!	#DIV/0!		
Urban areas	TOTAL (MF)						#DIV/0!	#DIV/0!		
	Male (M)						#DIV/0!	#DIV/0!		
	Female (F)						#DIV/0!	#DIV/0!		
Rural areas	TOTAL (MF)						#DIV/0!	#DIV/0!		
	Male (M)						#DIV/0!	#DIV/0!		
	Female (F)						#DIV/0!	#DIV/0!		

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.

2. Please specify official age-group for early childhood development programmes, if different from 3-5 years old.

TABLE 2: Indicator 2 - Percentage of new entrants to Grade 1 who have attended some form of organised early childhood development programme during at least one year (or one enrolment period) ¹

Col.1 Add Province	Col.2	Col.3		Col.4		Col.5		Col.6		Col.7		Col.8		Col.9=Col.6/Col.3		Col.10=Col.7/Col.4		Col.11=Col.8/Col.5		Col.12 Gender Parity Index	
		New entrants to Grade 1		Public		Private ²		Total		New entrants with ECD experience		Public		Private ²		Public		Private ²			GER
		Total	134 058	133 099	959	127 854	126 956	898	Total	95,4	95,4	95,4	93,6	Total	95,4	95,4	93,6	Total	95,4		
NATIONAL (The whole country)	TOTAL (MF)	134 058	133 099	959	127 854	126 956	898	95,4	95,4	95,4	93,6	95,4	95,4	93,6	95,4	95,4	93,6	95,4	95,4	#DIV/0!	
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
Province 1	TOTAL (MF)	13 061	12 882	179				0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	#DIV/0!	
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
Province 2	TOTAL (MF)	14 402	14 363	39				0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	#DIV/0!	
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
Province 3	TOTAL (MF)	9 384	9 335	49				0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	#DIV/0!	
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
Province 4	TOTAL (MF)	11 070	11 015	55				0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	#DIV/0!	
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
Province 5	TOTAL (MF)	16 080	15 936	144				0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	#DIV/0!	
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
Province 6	TOTAL (MF)	16 141	16 092	49				0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	#DIV/0!	
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
Province 7	TOTAL (MF)	26 652	26 466	186				0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	#DIV/0!	
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
Province 8	TOTAL (MF)	27 268	27 010	258				0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	#DIV/0!	
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
Urban areas	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
Rural areas	TOTAL (MF)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Male (M)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Female (F)							#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

1. By 'Early childhood development programmes' is meant here all organized educational programmes for young children aged 3 to 5 years old (or according to the official age-group in a given country). The data on enrolment should include those in registered pre-schools (or pre-primary schools) and those in other similar organized educational institutions/programmes.