

Report on the course of the public discussion and research position of the professionals

Summary

The complete report summarises the progress and results of the public discussion which was carried out from September to December 2012 within the activity Overcoming school failure in the Czech Republic of project Competence III.

The public discussion included four workshops and one roundtable meeting organized in various regions of the Czech Republic with the participation of 183 representatives from a wide range of professionals. A part of each workshop was a short survey through which the participants commented on the priorities and feasibility of the proposed measures to promote equality in the education system.

The public discussion goal was to introduce professionals to OECD Report and recommendations, to discuss main challenges in equity and quality of education in the Czech Republic and to gain feedback and inputs from key actors.

The main topics and specification of disadvantaged students were chosen according to international report OECD Equity and Quality in Education-Supporting Disadvantaged Students and School and after the discussion with foreign and Czech experts.

- **Pre-school education available to all children**
- **Motivating disadvantaged students to higher ambitions and finalizing secondary education**
- **Forms and usage of assessment as a motivation for the better results**
- **To improve and change advisory system**
- **Cooperation with parents**
- **A topic of collecting and evaluating information about socio-economical background of students**
- **Improving the quality of pedagogical workers' preparation and conditions for their work**

Conclusion

Activity aimed at supporting students in overcoming school failure in the project Competency III is not limited only to the small group of children, though, it is obvious that key problems in the field of equality and quality in education in CR are connected with the support of education of socially disadvantaged children and students.

Public discussion proved that **participation in pre-school education and cooperation with parents** represent the basic conditions for overcoming school failure. To handle them, there are a lot of experiences and examples of good practice. One of the possibilities to relatively quickly reach results would be to introduce mandatory last year of pre-school education.

Improving the quality of pedagogical workers' preparation and conditions for their work is considered one of the most important topics by the public discussion participants, adequate more for the middle-term strategy. Proposal to use expertise and experiences of teachers from ZŠP while realizing provisions in ZŠ and SŠ to successfully include students with SVP, especially SZ, was widely supported.

Topic of **motivating disadvantaged students to higher ambitions and finalizing secondary education** was controversial for the discussion participants. Not a small percentage of participants agree with restricting segregation in educational system. But even here it is possible to find experience and examples of good practice showing that in certain aspects of this issue, for instance in attendance, finalizing education and in its results, it is possible to reach significant improvement, while using correct attitude.

To improve and change advisory system, it is possible to use results of several presented projects financed from ESF. During discussion, a strong need to change diagnostics of PPP was obvious, to move from "labeling" to setting steps for support and increase the emphasis on pedagogical diagnostics.

Forms and usage of assessment as a motivation for the better results are considered important only by a part of expert audience. In this sense, a request towards MOE for setting such rules for assessment encouraging also weaker students to reach the best possible results was raised. Good experience with formative assessment, school self-evaluation and students' auto-evaluation prove a necessity to develop also these forms of assessment.

A topic of collecting and evaluating information about socio-economical background of students was covered by a group of experts who recommended more effective collection of data, their analysis and usage for instance for identification of schools and students that need a certain level of support.

Realization team appreciated interest and active involvement of expert public. Experience and ideas that were raised during different meetings are very valuable and will be used in work and recommendation for system provisions that should improve the situation of disadvantaged students and school.