



THE CZECH EDUCATION SYSTEM: SOME KEY ISSUES FROM AN OECD PERSPECTIVE

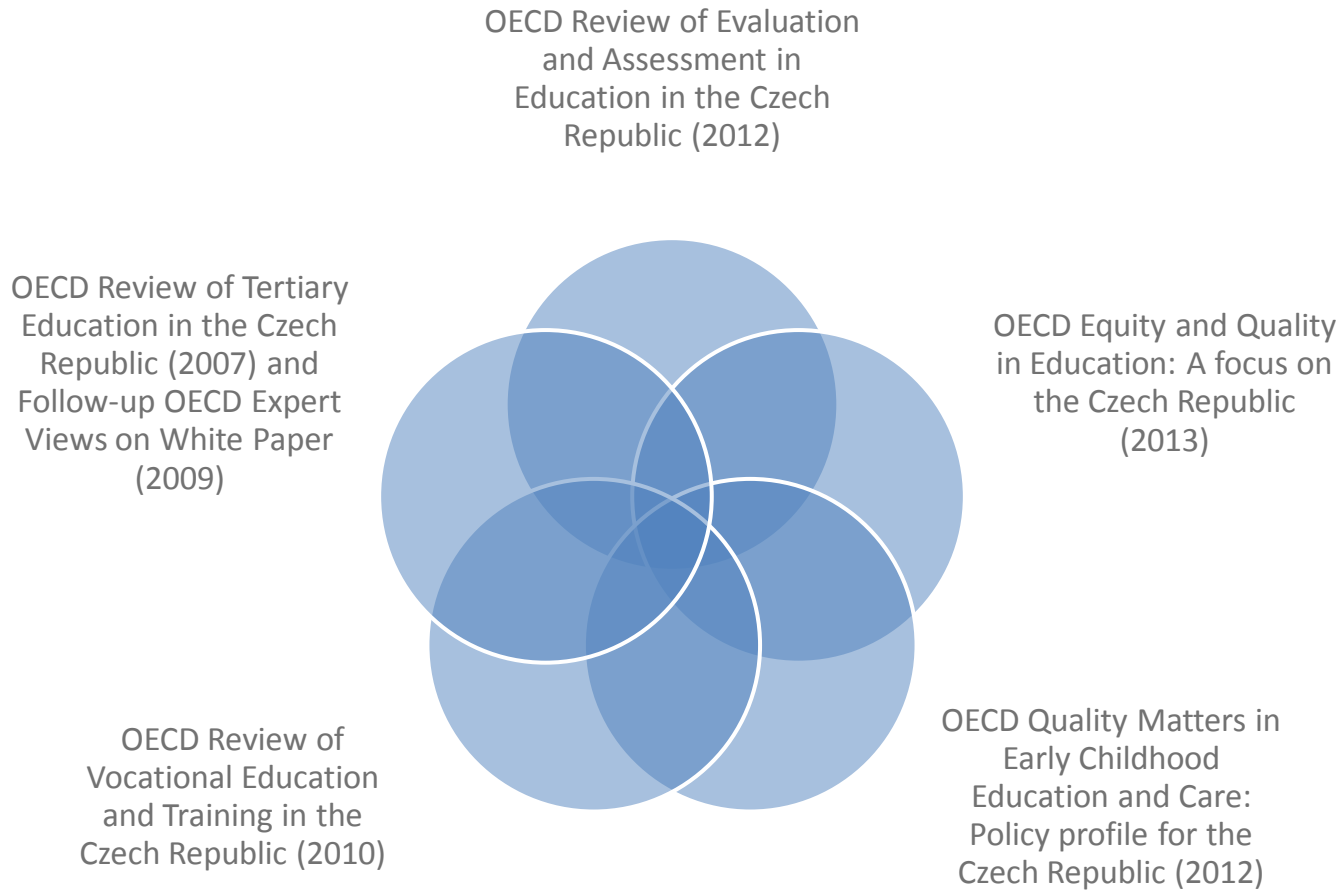
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EDUin

The Czech Education Strategy 2020
Prague, 12 June, 2014



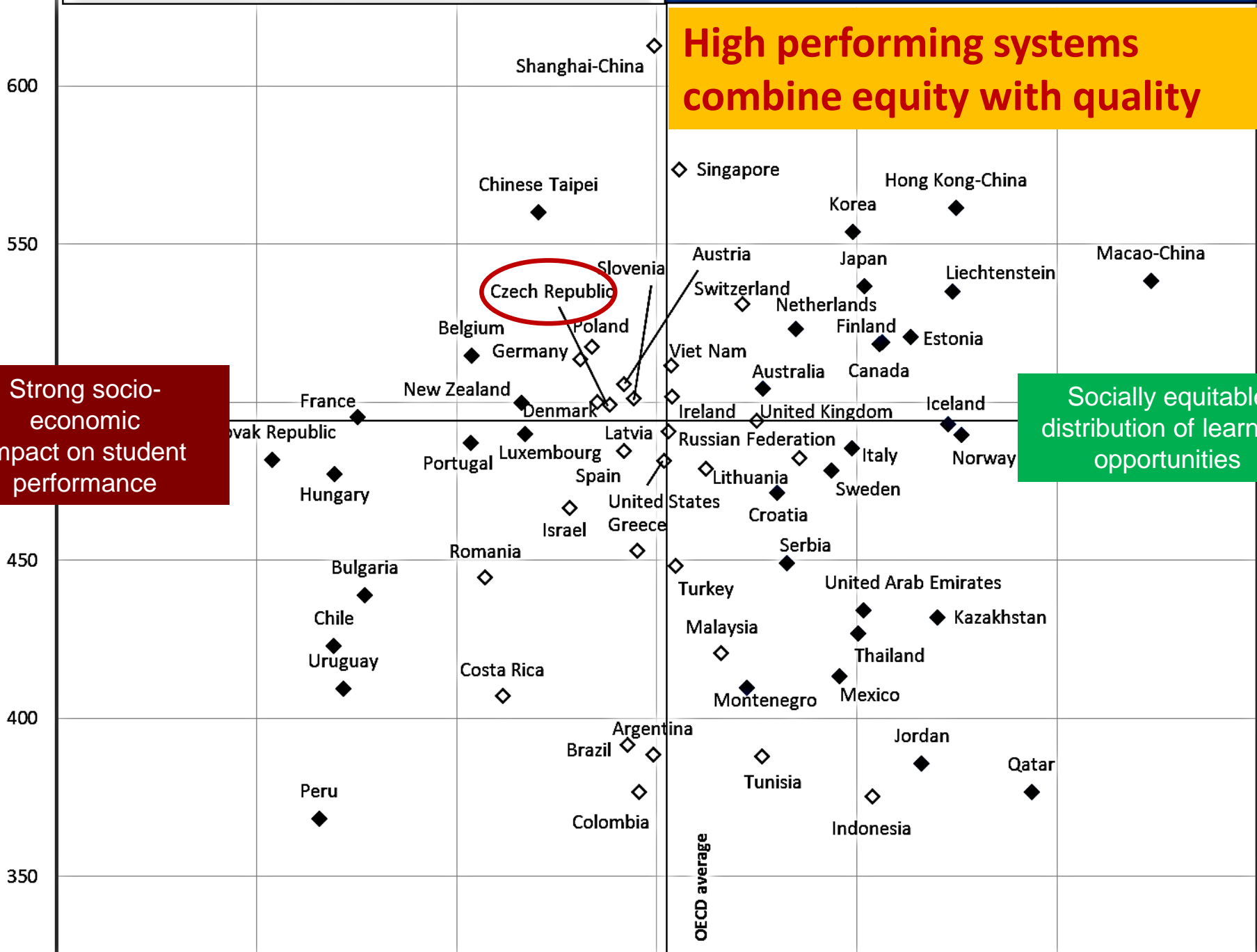
Recent OECD work on education in the Czech Republic



High performing systems combine equity with quality

Strong socio-economic impact on student performance

Socially equitable distribution of learning opportunities



Below-average mathematics performance

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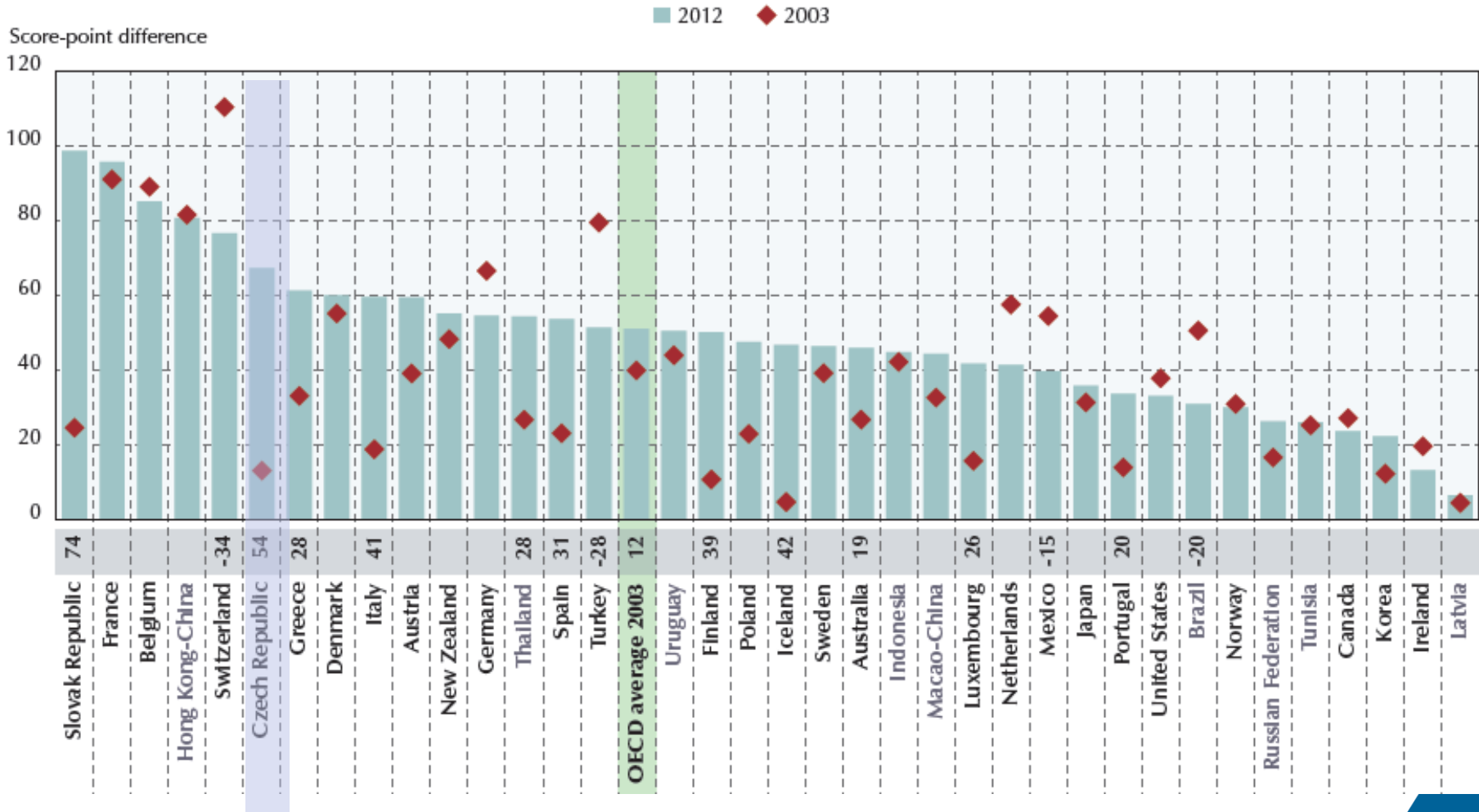
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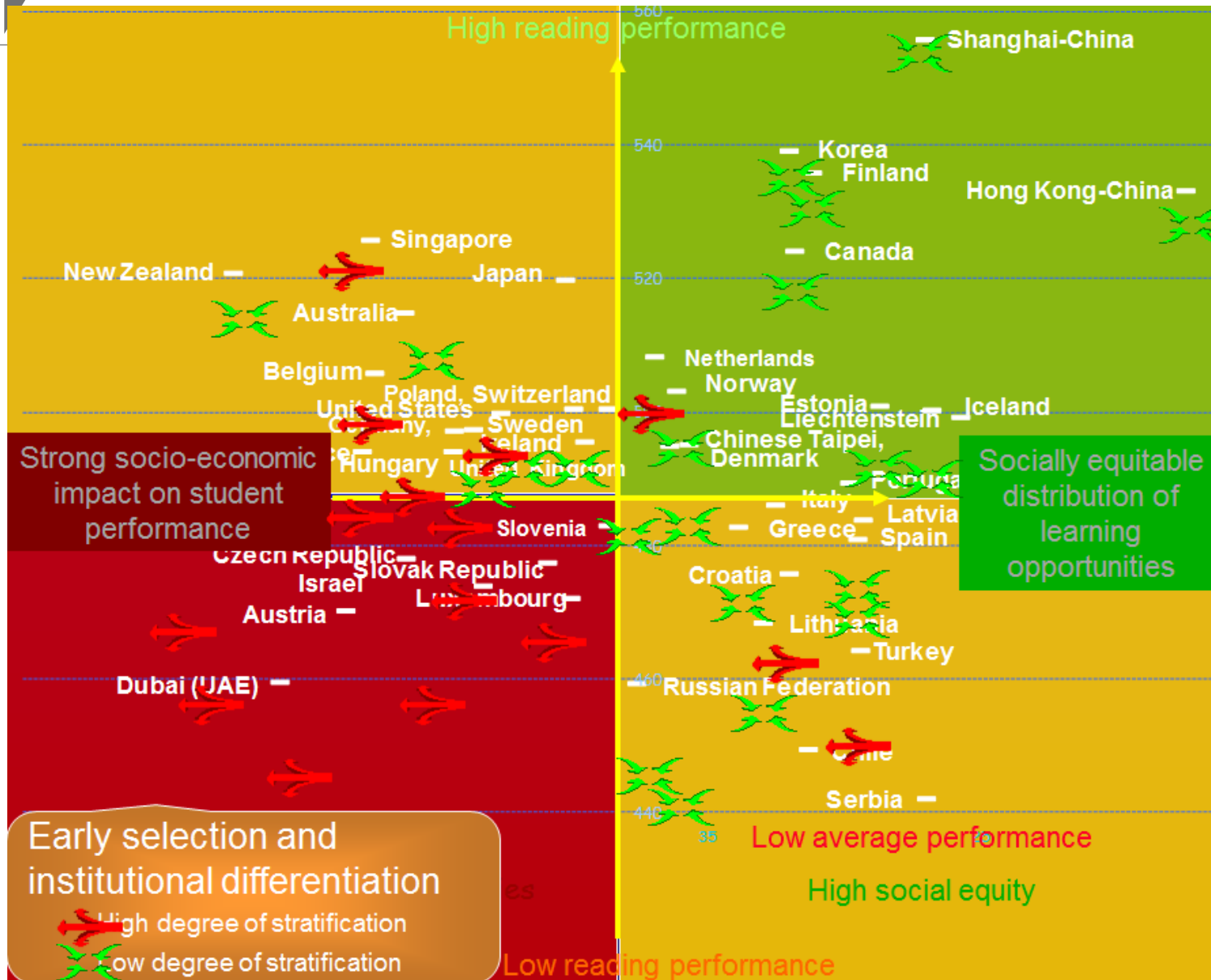


A strong start into education can have an impact

Score-point difference of those who attended pre-primary for more than one year (PISA 2003 and 2012)



Early tracking doesn't lead to higher performance and hampers equity (PISA 2009)





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Some challenges in evaluation and assessment

- **Student assessment:** making a greater use of formative assessment and improving the national test.
- **Teacher appraisal:** establishing common standards, encouraging formative appraisal with a professional development focus to be validated by the Inspectorate, setting a clearer career structure.
- **School evaluation:** encouraging self-evaluation and shifting to external school evaluation for improvement.
- **System evaluation:** adopting a strategic approach and improving the information available (socio-economic data, teaching and learning environment, student performance) comparable across schools, regions and over time.



Some factors for the effective implementation of education reforms

- Placing the student and learning at the centre;
- Invest in capacity-building;
- Leadership and coherence;
- Stakeholder engagement;
- Clear and actionable plans.



DĚKUJI!

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