

Methodology for school action plans

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 CZECHIA

Timeline



ID number 28097

Background

This policy is linked to Strategy for education policy of the Czech Republic until 2020.

Objectives

The overall goal of the project is to enhance quality of strategic management of education by providing methodical support of stakeholders at the level of regions and individual schools.

Description

The National Institute for Education developed a methodology for school action plans based on needs analysis. This process was accompanied by the P-KAP project Support of regional action planning, jointly financed by the European Social Fund, as well as three rounds of a nationwide survey on school management, quality of education and training provision, and long-term school planning. The first two surveys were carried out in 2015/16 and the last quarter of 2018 respectively. The goal was to understand the needs of the schools, particularly those related to achieving nationally defined priorities. The last round of surveys is planned for 2022 to measure improvement and progress in related areas.

The P-KAP project was launched after the first round of surveys with a focus on support and development of strategic management on the level of regional school authorities, secondary schools and tertiary professional schools. The project aims to implement long-term strategic planning for regular school practice as a tool for quality management and to coordinate education policy better at school, regional and national levels. The project also creates a space for harmonisation of regional needs with the State policy. At the provider level, it was one of the sources for developing so-called school strategic action plans (supporting the feedback loops).

2015 Implementation

2016 Implementation

2017 Implementation

2018 Implementation

2019 Implementation

In 2019, over 1 000 school action plans were prepared by upper secondary and tertiary professional schools in the Czech Republic. Results of the second survey carried out at the very end of 2018 in 1 293 schools, with a 96% response rate, were presented to regional authorities in 2019. By March 2019, all schools received the processed results of the second survey from P-KAP project, as they were obliged to submit evaluated questionnaires as a mandatory part of their application for project calls by the Ministry of Education.

2020 Implementation

In the course of 2020, the regional Action plans II were gradually approved, and the regions completed their implementation projects related to the regional Action plans I while the regional implementation projects II of were being gradually launched. In 2020, the analysis mapping the needs of Czech schools was completed; it processed the results from the second round of the 2018/19 survey and subsequently reports for individual regions were published. The third and last survey was being developed and it will be distributed to the schools in April 2021. Within the thematic areas of support and the area of planning and administration, a total of 11 LinkedIn groups were further developed. Within these groups, debate continues on the current topics in the field of education, moderated by experts. Due to the pandemic, the planned in-person meetings among schools were replaced with online webinars. A total of 18 dealt with specific topics in the areas of intervention. In the course of 2020, Edusif was designed as a platform associating experts in the thematic areas of education and school development.

2021 Completed

The project, Support of regional action planning (P-KAP), was completed on 31 December 2021. Its main objectives were to strengthen strategic management in education at the level of regions, upper secondary schools and tertiary professional schools, and to align priority themes of the Czech education policy with the objectives of the regions and with the schools' development plans through specific thematic areas – the so-called areas of intervention.

The outputs and educational activities of both the schools and the regions showed that the main principles of strategic management, action planning and mutual cooperation among the social partners have taken root in the field. Educational policies of the regions and the schools' development plans have been aligned with the national strategic goals in education while respecting specific characteristics of individual regions and schools. Across all 14 regions, the implementation teams gradually formulated two regional action plans for the development of education, which became the basis for the implementation projects connecting the regional stakeholders in education and supporting cooperation among schools, employers and other social partners. A total of 918 school action plans (SAPs, which have mandatory areas) and 88 activity plans (AP, schools can customise the focus) were created in the schools. In these plans, the schools set medium-term development goals and a number of specific activities in individual content areas; since the start in the school year 2016/17 these goals have either been already achieved or are still being worked towards.

The most recent, third, comprehensive questionnaire survey of schools' needs in the specified areas of intervention was carried out in the autumn of 2021. The schools received detailed evaluation of each area of support and the implementation teams in the regions were provided with national and regional data in aggregated forms. The outputs of the questionnaire survey also became a source of information to evaluate the schools' progress in the areas of intervention defined by the operation programme.

In 2021, a total of 26 webinars took place; they included some on the content topics of interventions and some focusing on management and planning, which were organised by appointed expert guarantors in the regions. In the Support for inclusion thematic area, the mapping of the status of inclusive education in 1 366 upper secondary and tertiary professional schools was carried out by means of semi-structured interviews, which were completed in September 2021.

In 2021, the P-KAP project focused on updating and summarising the products of methodological support, which remained available to the target groups in the form of 'packages' for the regions and schools on the project website. The packages include detailed *Concepts of thematic areas of regional action planning* (elaborated for each area of intervention and including an executive summary and SWOT analysis) and the document *Early school leaving in relation to areas of intervention*, published for the final project conference in September 2021.

The so-called Edu-network (Edusíť in Czech) was established in the framework of the project, an online catalogue of experts in education management, planning and areas of intervention, who are available to schools and regions for any kind of projects or activities in education, even after the P-KAP project is finalised. The experts can be contacted through their profiles on the LinkedIn professional network. The National Pedagogical Institute became the administrator of the Edu-network catalogue.

Following 2021, the regional action plans so far elaborated shall become part of the regional long-term plans.

Bodies responsible

- National Institute for Education (until 2019)
- National Pedagogical Institute of the Czech Republic

Target group

Learners

Learners in upper secondary, including apprentices
Young people (15-29 years old)

Education professionals

Teachers
School leaders

Entities providing VET

VET providers (all kinds)

Thematic categories

Governance of VET and lifelong learning

Further developing national quality assurance systems

Subsystem

IVET

Further reading

[PKAP project description](#)

Related policy developments

2025 **Completed**

Additional funding for teaching special education needs learners

An amendment to the School Act came into force in September 2016, which legally guarantees targeted support for children with special needs. Schools (including VET schools) are now legally entitled to additional funding for the necessary measures for teaching children with special needs.

 CZECHIA

Type of development

Regulation/Legislation

Subsystem

IVET

“ … ” Cite as

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