

# OP RDE – Local Action Plans for the Development of Education

Let us talk about education at regional level



EUROPEAN UNION  
European Structural and Investment Funds  
Operational Programme Research,  
Development and Education



MINISTRY OF EDUCATION,  
YOUTH AND SPORTS







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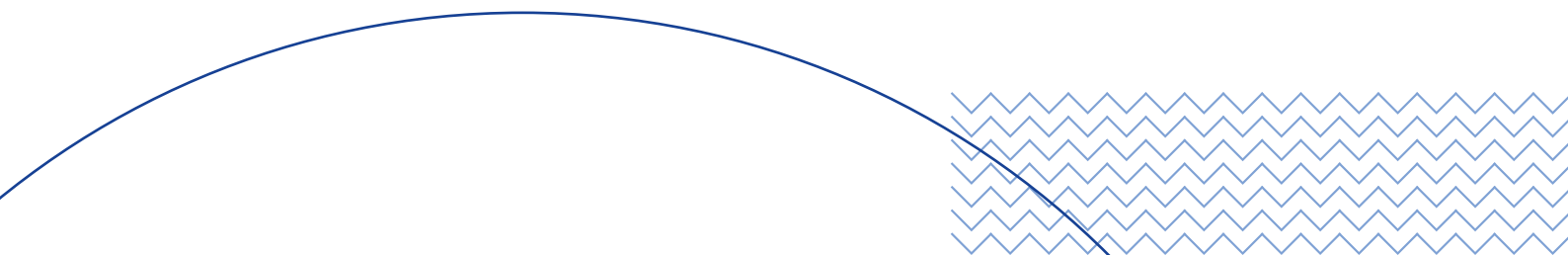
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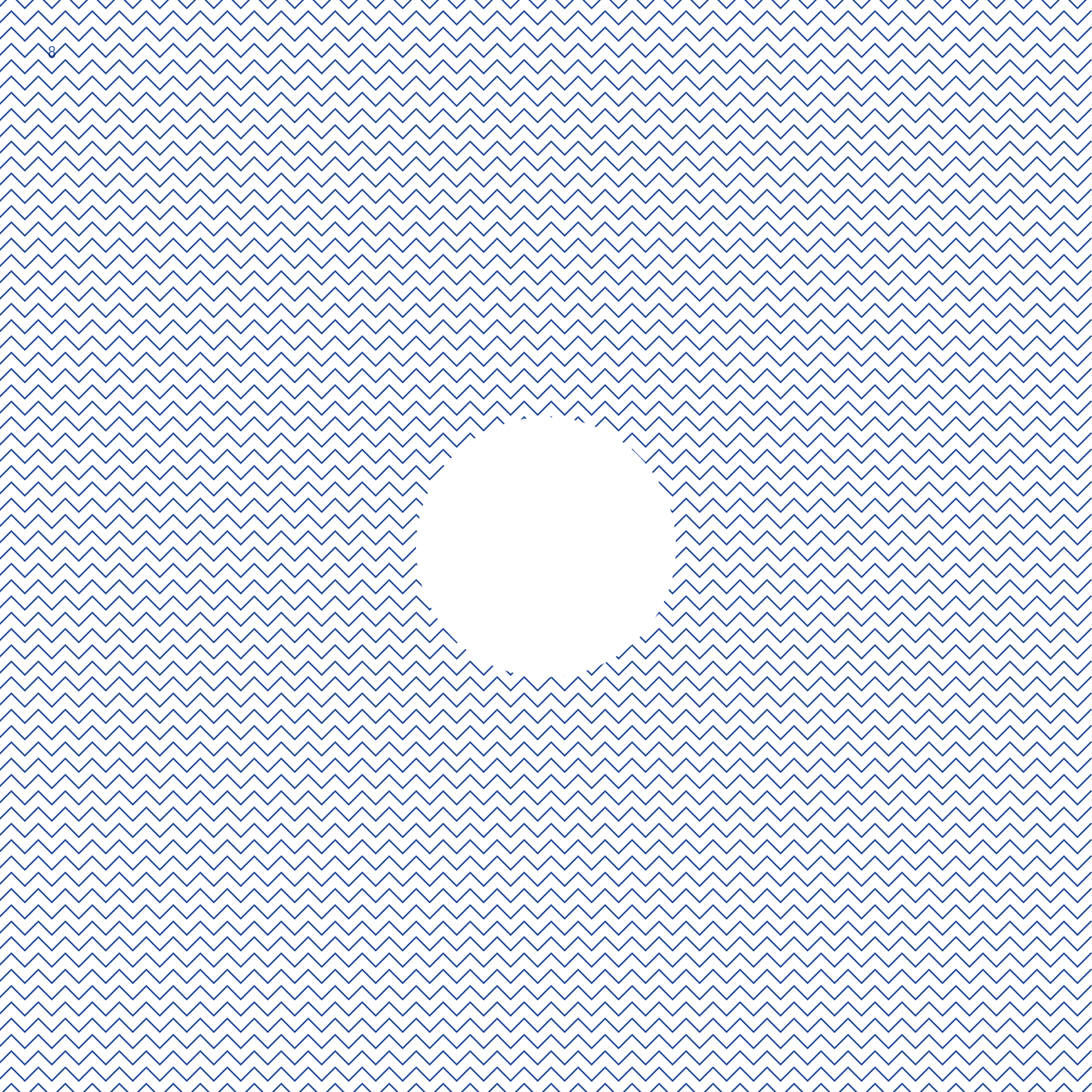
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# Foreword by the Deputy Minister for the EU and ESIF Unit Management Václav Velčovský

Dear readers,

I am very honoured to inform you how the quality of education in the Czech Republic has been improved by means of the Local Action Plans for the Development of Education (LAPs).

This unique concept was created in the Operational Programme Research, Development and Education with the aim of supporting the management and planning of education within the as small territorial units as possible. We wanted to bring together parents, teachers, headmasters, school founders and local associations – all actors who have something to say with regards to education in the given location and allow them to plan jointly how to ensure that education, in its broadest sense, meets the needs of the local citizens in the best way. I am glad that after three years of implementing these projects, we are able to see tangible outcomes.

LAPs enabled systemic cooperation between the founder, schools, school facilities, organizations providing social services and other relevant partners.



These stakeholders jointly identified problems, searched for (and most often also found) their causes and proposed solutions within their mutual interaction. These may be based on a number of measures: from changing the local bus transport timetable to adjusting the work hours of the school club or employing a babysitter and modernizing the school and equipping it with new computer technology. Mainly the fact that discussions about education and ways to improve it were held is the great added value. Thanks to LAPs, broad awareness has been raised concerning these issues and thus they have become priority areas for municipalities, regions and the entire Czech Republic.

LAPs have become a challenge not only for the projects implementers, but also for us –the state administration representatives. Outcomes from LAPs are being used for planning other calls in the Operational Programme Research, Development and Education (OP RDE) and also in the Integrated Regional Operational Programme (IROP) or the Operational Programme Prague - Growth Pole of the Czech Republic (OP PGP).

Thanks to this, we have supported synergies among what were otherwise mostly closed intervention systems. The outcomes from LAPs are also used by the

Ministry of Education, Youth and Sports as analytic tools and data inputs for other development planning for the entire educational system of the Czech Republic. They represent a unique source for recognising the needs in territories.

Before you continue reading, I would like to thank all who are implementing the 222 LAPs , i.e. to 70 municipalities and micro-regions, 20 districts of the Capital City of Prague, 132 Local Action Groups (LAG) and hundreds of thousands of people who have been engaged in the planning, either directly or indirectly, in their creation. And last but not least, I would like to also thank my colleagues who are managing LAPs methodologically under the supervision of Director Aneta Caithamlová, and the project managers who are administering the projects under the supervision of Director Stanislav Tvaroh. We can be proud of our work, I think. I will be glad if we can also work within this concept in the future programming period, because I believe that it has proven its worth. Let us talk about education...

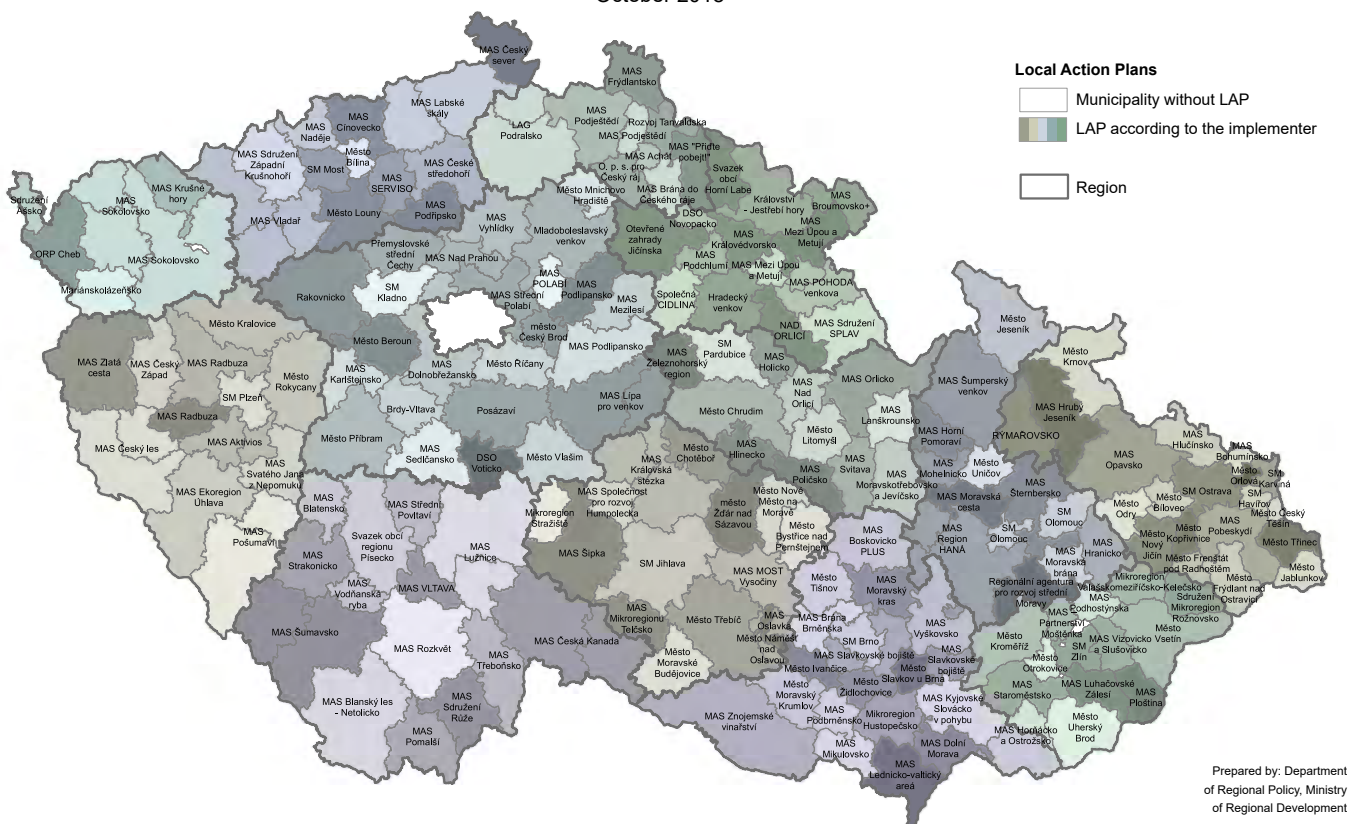
**PhDr. Mgr. Václav Velčovský, Ph.D.**

Deputy Minister  
for the EU and ESIF Unit Management



# Implementers of the Local Action Plans for Education

October 2018



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Ministry of Regional  
Development, October 2018



**MINISTRY  
OF REGIONAL  
DEVELOPMENT CZ**

\* The Municipality of Bražec – a newly created municipality without an elementary school or kindergarten

\* The Zlín Region – it was agreed with municipalities that had not found any school facilities that they will not become direct participants in the LAP Project for the Zlín Region; however, they will be informed of its implementation and will be given space to provide comments concerning its outcomes.

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# Action planning in the OP RDE

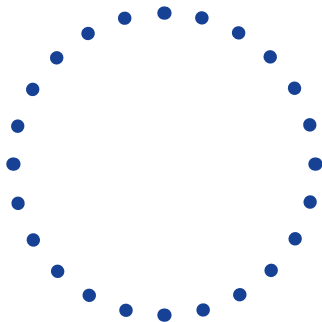
## Educational system in the Czech Republic

Since 1989, management of the educational system has become a subject to for two main reforms. In the middle of the 1990s, the original centralised management according to industrial sectors was regionalised to a greater extent at to the former existing district level. Another significant change was related to the creation of higher territorial self-governing units in 2000, when some competences from the dissolved districts were transferred to regions and some to municipalities with extended powers (ORP). This led to cu-

rrenta situation when the approach to the educational system very much depended depends on the particular municipality – whether it is only a formal guardian of the budget administrator or it actually performs all the roles as the founder of schools and school facilities should play.

The level of decentralization of our educational system management is rather great of high degree, compared internationally. It is of interest interesting that the organization of the educational systems in those the countries achieving the best

results in the PISA comparison tests is more similar to that which existed in the former Czechoslovakia at the beginning of the 1990s. The main activity of the founder in relation to school management is currently limited to the selection of the headmasters, and all mutual communication is focussed around financing and investments. However, elementary schools and kindergartens belong, especially in smaller municipalities, among the institutions that have the greatest impact on the local community.

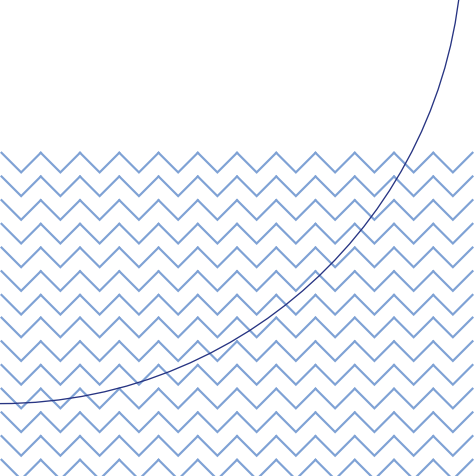


## Action planning in the OP RDE

The above mentioned situation was one of the impulses to support the activities enabling the building of an efficient and sustainable system of communication between the founders, schools and other organizations participating in the education

of children and pupils with the aim to improve the quality of education in territories. To fulfil this aim, the Ministry of Education, Youth and Sports (MEYS) opted for an action planning tool that was verified within foreign educational systems, mainly in the





Canadian province of Ontario and in Great Britain. Financing of this tool was enabled by OP RDE managed by the MEYS as the Managing Authority.

**The aim of the Local Action Plans (LAPs) is to increase the quality of pre-school and basic education by means of a systematic approach, action planning, innovative and inhibition methods and especially through cooperation between the founders, schools and other actors.** LAPs deal with the quality of education in relation to the actual changes of in the Czech educational politics policy in the Czech Republic. It focusses on educating children with special educational needs (SENs), ensuring equal access to education, developing the children's competencies in children and fostering cooperation among between families and schools.

The main target group of LAPs comprises includes children and pupils up to

15 years of age frequenting facilities for in-time care, kindergartens, and elementary schools and facilities for non-formal learning. Even though children and pupils are the main target group, they are supported mainly through pedagogues, parents and other actors in education. A qualified and motivated pedagogue and a parent are the most efficient tools that can develop and ensure quality education. A pedagogical leader and an informed parent often bring about added value for the children by equipping them with key competences, active and functional knowledge, moral values and healthy life attitudes. Support for children and pupils is aimed directed at to ensuring the availability of education for everyone, developing potential and enabling each child/pupil to experience success.

## Outcomes and impacts of LAPs

In 2018, administrative districts of municipalities with extended powers across the Czech Republic have an established system of cooperation among the founders,

schools, educational facilities, organizations providing social services and other partners. Based on this cooperation and partnership, agreements or models are created to im-

prove the quality of education. Subsequently, specific activities are being implemented across the territory and in schools, which improve the local educational system.

Lower number of pupils who repeat grades, lower number of absences and better study results of the pupils belong to the particular outcomes of LAPs in elementary schools. . The number of children in kindergartens has increased, as well as the number children from socially disadvantaged backgrounds, while maintaining the quality of the provided education.

An important impact is the coordination of building the capacities of kindergartens and elementary schools and focusing the calls according to the needs of particular territories in the programmes of ministries that provide grants for developing kindergarten, pre-school and elementary school capacities.

**However, probably the most important impact of long-term support across the territories is the increasing positive evaluation of the systemic steps carried out by the founders, headmasters and teachers and the improved trust of parents in the quality of schools. Better competences of**

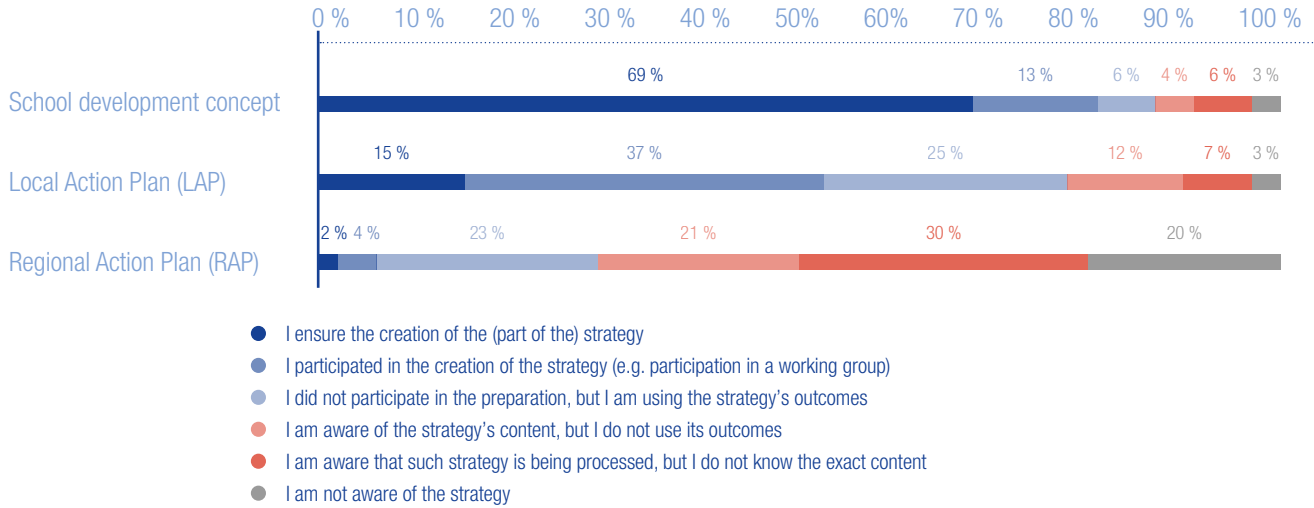
**teachers increase their expectations with regards to the educational results of pupils.** Quoting one of the school founders: “I perceive very strongly that for a founder, it is not sufficient only to ensure that the “it does not flow into the school”. Schools must be supported to be governed by a positive and friendly atmosphere. We must maintain good relations among children, in families and among the teaching staff members so that our kids may become strong, self-confident and mature people.” This positive evaluation was also confirmed by a founder in the municipality with higher number of socially disadvantaged families: “When we initiated a support for the integration of pupils from socially disadvantaged families, some teachers and headmasters were sceptical. They were afraid of a deterioration of the existing situation in their classrooms. Five years later, both teachers and headmasters claim that their concerns were unfounded and they evaluate the situation to be stable. The school is secure and it is po-

ssible to teach in the classrooms without any problems.”

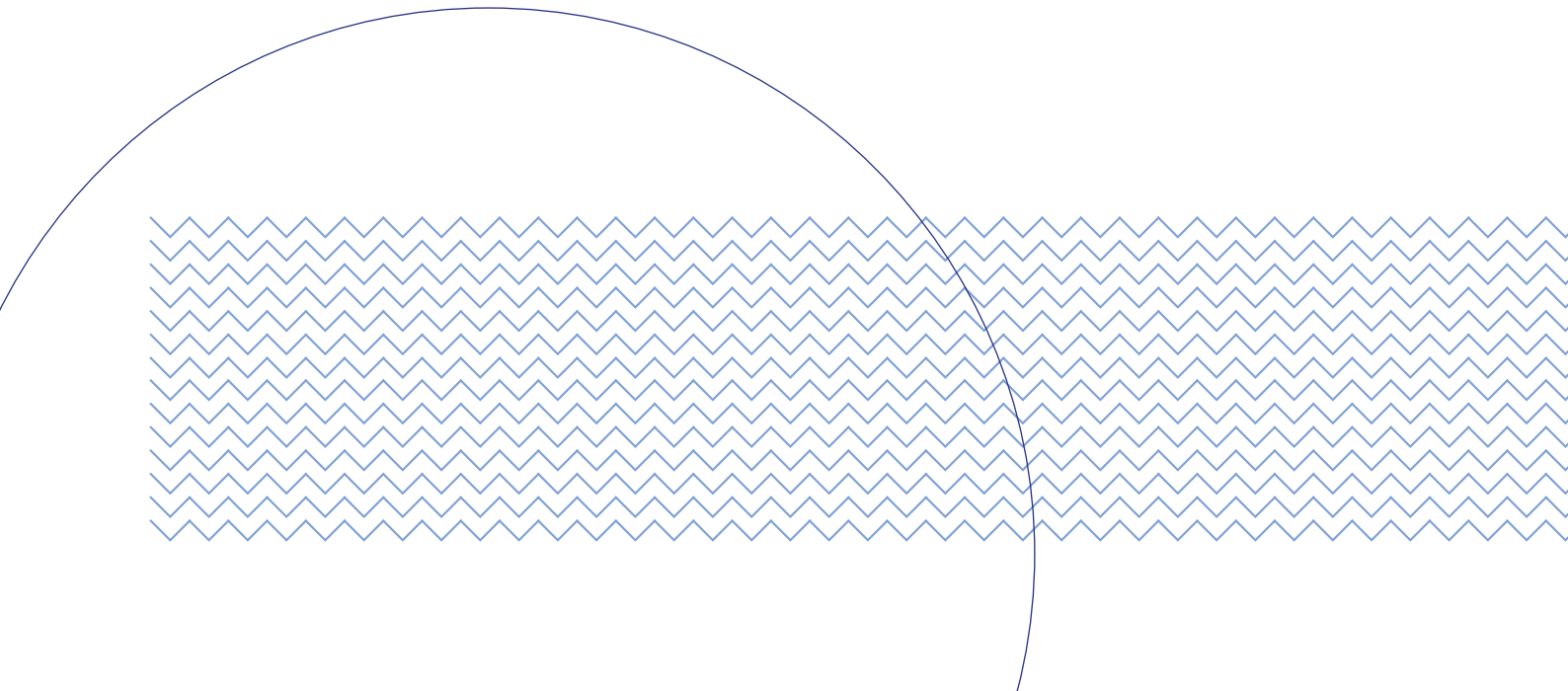
In three years, we succeeded in expanding the action planning tool across the Czech Republic, and thus ensuring a discussion among headmasters, teachers and founders concerning the values of education and the ways to increase its quality according to the needs of the regions of municipalities with extended powers. Local Action Plans have been compiled in almost all administrative regions of municipalities with extended powers. According to the outcomes of an evaluation research conducted by the MEYS, 90% of the founders of kindergartens and elementary schools and have become aware of this fact and 97% of the headmasters have knowledge of such plans and use them often in their work. They also help to target territorial investments in the infrastructure and development of the teachers' potential, mainly through efficient drawing of financial means from the European structural and investment funds.

**“We must maintain good relations among the children, in families and among the teaching staff members so that our kids may become strong, self-confident and mature people.”**

Chart 1: To what extent are you aware of the following levels of strategic planning? (Kindergartens and elementary schools; school management – headmasters and their deputies)

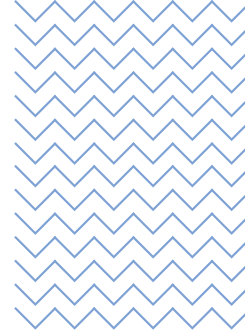


Source: Own Interview Survey of the MEYS (N = 1,113)





# Cooperation with the National Network of Local Action Groups



Since 2015, the Local Action Groups have been one of the implementers of the Local Action Plans for the Development of Education. LAGs are non-profit organizations made up of representatives of local public institutions, local governments, small entrepreneurs and non-profit organizations.

“We are conducting permanent dialogue on the needs of the territory in which we are working. We are planning together and writing strategies of development based on the principles of “bottom up” and partnership. For fifteen years, we have been supporting smart and innovative ideas, cooperation and networking among industrial sectors. Therefore, action planning in education has synergically complemented our activities in the economic, social and environmental areas we are dealing with. LAGs have been working with educational institutions and organizations across the

territory and therefore, they perceive the implementation of LAPs as a natural and integral part of their activities. The process of holding community discussions and inviting various actors to one table is an integral part of our everyday work and therefore, the method of compiling LAPs has been close to us from the beginning,” says Markéta Pošíková, the Head of the Education Working Group of the National Network of Local Action Groups.

Regarding the problems and challenges faced and to be faced by Czech rural areas, the field of education has been perceived as a long-term key area by LAGs for the further developing of their areas. Educational activities may be naturally interconnected and leverage effect can be reached in:

- harmonising project fiches in LAPs with the LAGs’ calls when fulfilling

and updating their integrated area development strategies (SCLLD);

- coordinated interconnection of investment and non-investment activities with respect to saving resources and enhancing efficiency;
- supporting the availability of other sources of financing (e.g. OP RDE templates, joint projects and support of system projects in their local impacts).

LAGs interconnect and communicate according to the needs in education manifested by either schools (pedagogues, headmasters) or from the perspective of the founders, parents, entrepreneurs, representatives of non-formal education and other relevant actors. By means of well-managed processes in LAPs, teachers, school headmasters, founders, parents and other stakeholders in education may

<sup>1</sup> The strategy of local development led by the community



jointly exchange their views and experiences or discuss, learn and look for ways to solve problems. Formerly frequently blocked communication is thus released and trust is being built. Direct transfer of information both from the bottom up (the regional dimension) and also top down,

meaning the communication from educational policy bearers to schools (fulfilling the concept and strategies at the national level) may be much better facilitated.

Cooperation with other institutions and projects at the national and regional levels has also been deepened and extended

(e.g. Regional Action Plans, the Czech School Inspectorate, the Agency for Social Inclusion, the National Institute for Education, Post Bellum, universities, regional authorities, municipalities with extended powers and providers of social services).

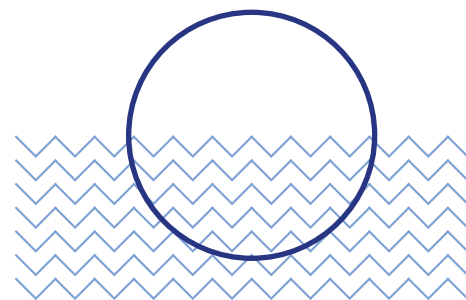
## The most significant benefits of LAGs in the local action planning

- They are movers of a positive change in the field of education – LAGs deal with the topic of education in their strategies and create the needed partnerships not only just among the actors in education and training of children and pupils.
- Thanks to their detailed knowledge of the area and long-term trust they have LAGs help to increase the absorption capacity, so that the European funds aimed at developing education reach even tiny schools in small villages.
- LAGs open the topic of education for the general public living in rural areas.
- LAGs ensure the natural transfer of best practice and strategic planning in the area. They organize regular seminars for school management

and pedagogues. They organize local conferences within LAPs and connect various actors in the field of education and work with young people who have not had the need or opportunity for cooperation yet. They enhance regional cohesion, traditions and local specificity.

- They discover and make local leaders visible in compliance with the strengthening of the prestige of schools, educational facilities and educational activities to ensure the sustainable development of rural areas.
- They are permanently working on increasing expertise and professionalism across the territory.
- LAPs have supplemented the missing element needed for active communi-

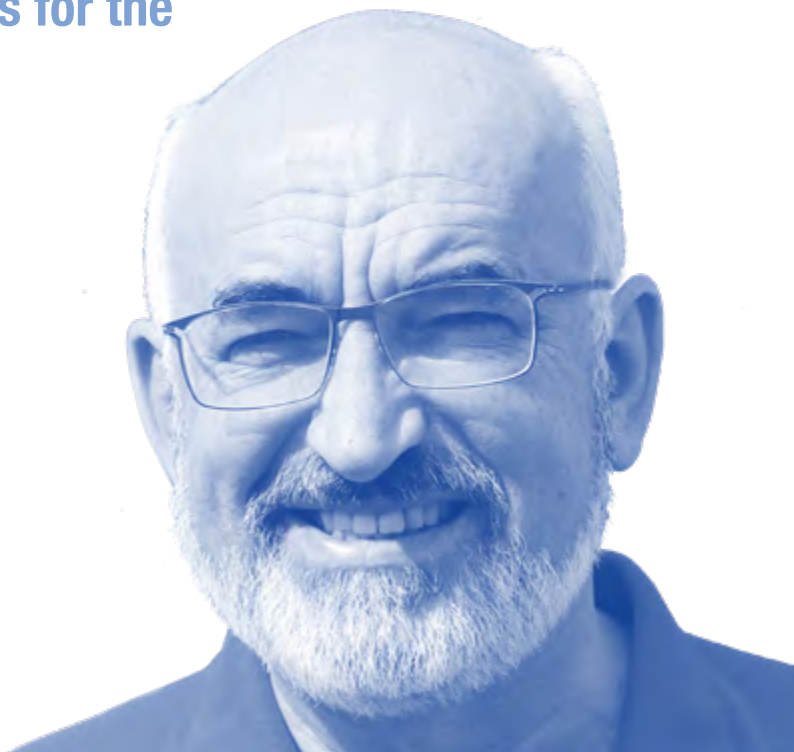
cation and management of regional systems of education between the MEYS and regions. Regarding LAGs, they created a secure space to share sensitive topics of the Czech system of education and hold discussions among pedagogues, school managements, founders, educational institutions and the public.



**“I would like to thank the Ministry of Education, Youth and Sports for the chance to show that LAGs may significantly help with the development of education in rural areas. I am looking forward to spreading the LAGs’ activities even more into the field of lifelong training, mainly as it concerns economically active citizens aged 30 to 60. I see this as one of the keys for the future of rural areas.”**

**Jiří Krist**

Head of the Committee  
of the National Network  
of Local Action Groups,  
registered association



# The LAPs' role in the strategic development of schools is of key importance

From the perspective of the project Strategic management and planning in schools and territories (SMP), supporting headmasters – leaders is one of the most significant conditions affecting education quality development. Pedagogical leadership is the way of leadership when the mission (the purpose of the school, the reason of its existence) and vision (the particular notion of how the school should and would like to be) are transformed into the personal goals of all engaged actors, mainly teachers, but also non-pedagogical employees, and become a part of their professional identity as representatives of the school. Personal example of a headmaster who has a clear idea of how the school should work, what goals it should meet and who works diligently towards achieving them, can inspire and encourage others to follow such ideas and positively affect the morality, motivation and professional performance of the school employees.

An authentic leader among the headmasters is the one who does not only pursue his or her personal goals, but understands his or her role as a service to the pedagogues, children and pupils and their parents for whom he or she creates the best conditions for learning. He or she must also be sensitive concerning the needs and visions of not just the community around his or her own school, but also of broader community, being interested in the development of education within the region and actively contributing to and supporting such development. Thus, pedagogical leadership is not only an administrative or professional procedure, but rather a social process attracting the broader community in the school's functioning and development.

The role of LAPs has a key importance in this process as the middle part of the strategic development of education. It allows interconnecting actors present across the

territory (schools, founders, associations, private entities, public), grasp their partial strategic visions and transform them into visions common for the entire territory. Engagement in LAPs supports the exchange of information, communication of particular needs and mutual ideas concerning the development of education across the territory and allows for the joint resolution of any problems and exchange of best practice. It helps to create a joint, information-based, well justified and authentic idea (based on the needs and coming from the bottom up) on the quality of schools in the region and the ways to support a quality by means of joint activities. Thanks to the above mentioned, it concerns a realistic vision, which is viable and leans on the knowledge of the needs of the territory and experience in the fields of community planning and strategic management.

The LAP projects help to find natural pedagogical leaders among teachers and

headmasters, as well as among local actors operating out of the educational system (e.g. in the field of non-formal training) who are interested in the developing of schools and who have the capacities to support such a development. Participation in the creation of LAPs deepens the interest of founders in the quality of the schools they have founded, increases their awareness of their needs and enhances their role as education quality guarantors who bear the main responsibility for the pedagogical process. Cooperation in the LAPs has taught the local actors to perceive educational issues from many various perspectives. Thanks to the LAPs, conditions have been created to ensure a comparable level of quality in the schools located in the region. Engaging various entities which offer specialised support for schools in the process of local action planning creates a complex solution that helps the schools to efficiently fulfil their strategic visions and objectives and develop pedagogical leadership. New partnerships were established in the territories that exceed the frame-

work of the LAP projects with respect to their viability.

The SMP Project supported the local action planning processes by means of education and methodological management of the IPo LAP (Inspiromat, LAP II Proce-

dures, Consulting) beneficiaries, creating opportunities for meetings, local conferences) and facilitating communication among the LAP actors and the MEYS. It actively participates in communicating the

priorities of the educational policies development from superior levels (the MEYS, the region) to the territory and facilitates the needs of schools and the territory to reach the Ministry (e.g. by means of an analysis of the LAPs Strategic Frameworks in the regions).

Such an information serves to facilitate better understanding of the broader strategic visions of the Ministry by the actors present in the territory on the one hand, and allows for strategic planning of the systemic measures at the MEYS level on the other hand, e.g. in the form of templates or other calls within OP RDE. Thus, it not only helps to create a methodologically uniform grasping of the processes of local action planning of the development of education in the territories, it also gives an opportunity to the local actors to impact the form of the real measures that will be supported by the MEYS.

**Mgr. Petr Valenta, Ph.D.**

Project Manager

Websites dedicated  
to Local Action Plans  
for the Development  
of Education:

[www.mapvzdelavani.cz](http://www.mapvzdelavani.cz)

Good  
practice  
examples



Workshops at the Grammar School and Basic School in Údlice. Source: Project archive

# Local Action Plan for the Development of Education in ORP Chomutov

**Project title:**

Creation of a Local Action Plan for the Educational system development in the Chomutov region

**Beneficiary:**

MAS Sdružení Západní Krušnohoří, z.s.

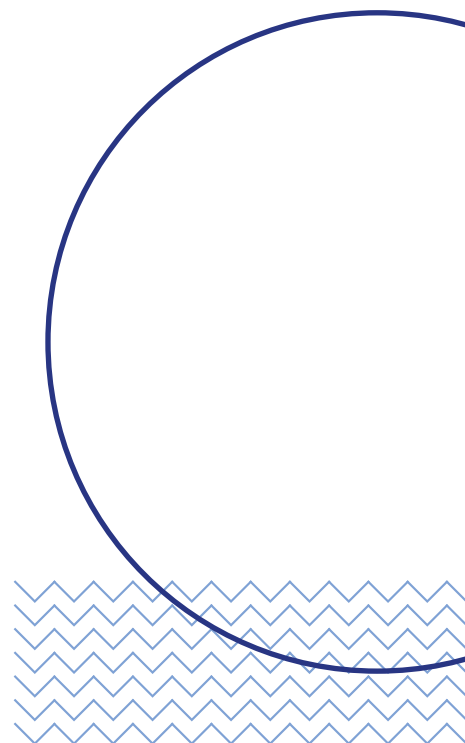
**Implementation period:**

1 January 2016 – 31 December 2017

**Project registration number:**

CZ.02.3.68/0.0/0.0/15\_005/0000042

**The project was supported by a subsidy in the total amount of CZK 3 814 104, of which the EU contribution amounts to CZK 3 241 988.**







Seminar of numeracy. Source: Project archive

The aim of the Chomutov Local Action Plan for the Development of Education was to persuade as many partners as possible that by their engagement in the Project, they may achieve positive changes in the field of education. First of all, the LAP wanted to offer specific ways to achieve the changes to all engaged entities, e.g. by providing custom-tailored education, building capacities, excursions, possibility of pilot buying of the teaching and methodological materials, fundraising support, etc. LAP implementers also strived to follow successful activities from preceding

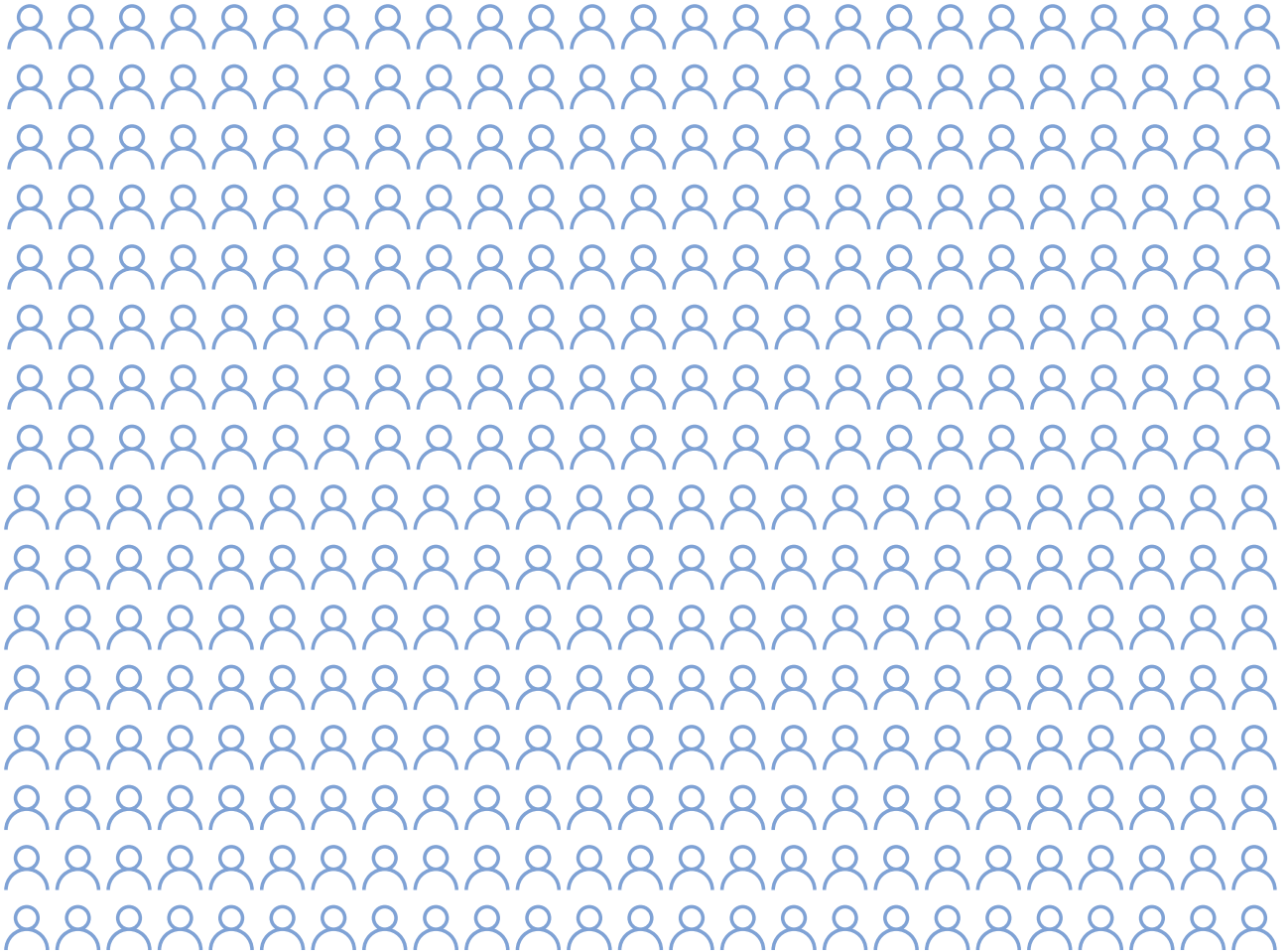
years and they focused on active use of the existing data and outcomes.

The project structure was drafted gradually. First, a broad LAP partnership was established, including kindergartens and primary schools and their founders, representatives of the parents, non-governmental non-profit organizations, providers of social and family services and non-formal education, representatives of the region and Regional Action Plan and other partners. This broad partnership was further divided into six thematic work groups (WG): WG Pre-school Education, WG Numeracy

and Digital Competence Development, WG Literacy and Cultural Awareness, WG Inclusion, WG Career and Polytechnics and WG Foreign Languages.

“The realistic approach and clearly communicated objectives of the project led to the creation of a very good atmosphere for constructive cooperation in the partnership. In our opinion, the most beneficial activities are those where representatives from various institutions and municipalities meet under our supervision, teachers and other partners themselves identify the needs, set the objectives and search for





**Over 400 persons participated in the planning and building of the capacities.**

ways to reach them and therefore, within their scope, they are able to define in the clearest ways their requests for change,” describes the LAP coordinator Karel Straka. Meetings of the LAP members were carried out in different ways: at the level of the partnership’s steering committee, via meetings of the partners within thematic work groups, at seminars, workshops, local parliaments and recently, in EdCamps. Communication led by means of the [www.mapchomutovsko.cz](http://www.mapchomutovsko.cz) website was an integral part.

“EdCamps represent a new tool for sharing best practice. They are based on the engagement of the local parties, which pass their experiences onto a smaller group of interested parties. EdCamps were often the first experience for many speakers with passing their know-how to others and advocating their findings. Even though they were very concerned at the beginning, they all coped with their roles well and became an inspiration for their colleagues.

Thus, it concerned, among other things, support for the leadership and self-confidence of the teachers and headmasters. Thanks to this event, the LAP was subsequently perceived as a local matter and not as something imported,” Karel Straka

describes the new form of sharing best practice.

We perceive it as a great benefit that the teachers did not have to commute to the meetings of the working groups individually to other towns, but could meet locally together with their colleagues who were facing similar issues. During the working groups, there was an open space for establishing particular ways of fostering cooperation between teachers and schools, as well as for an interdisciplinary cooperation. Blending state and private schools was initiated and representatives from formal and non-formal associations also started to look for ways to coming closer to each other.

“I find it positive that we partly succeeded in overcoming the lack of respect towards structural funds and projects in general. The key step now will be to implement the planned activities. We managed to gain the trust of schools and founders that the plan is not the end in itself, it will not remain only on paper, but it is a road map according to which we will be aiming at the desired changes. We must not break the trust,” concluded the LAP coordinator Karel Straka.



**“The realistic approach and clearly communicated objectives of the Project led to the creation of a very good atmosphere of constructive cooperation in the partnership.”**

# Local Action Plan for the Development of Education of ORP Ostrava

**Project title:**

MAP ORP Ostrava

**Beneficiary:**

The Statutory City of Ostrava

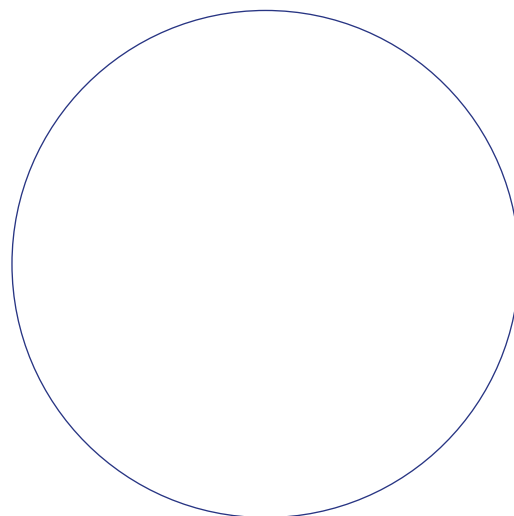
**Implementation period:**

1 January 2016 – 31 December 2017

**Project registration number:**

CZ.02.3.68/0.0/0.0/15\_005/0000117

**The project was supported by a subsidy in the total amount of CZK 3 701 740, of which the EU contribution amounts to CZK 3 146 479.**





Language room – Primary School in Šenov.

The Ostrava Local Action Plan for the Development of Education was created and mainly operates on the principle of partnership. It deals with locally specific problems and needs in the fields of pre-school and primary education and non-formal education. The most important thing is that it operates in cooperation with relevant partners within the territory with regard to the needs, urgency and local benefits. At the level of a municipality with extended powers, Ostrava missed a necessary concept or a strategy of educational politics, partner cooperation and communication among founders, schools, educa-

tional institutions and other partners. The LAP started the communication between these entities and brought them together.

“We positively evaluate a number of outcomes from the LAP. For example, agreements concerning the territorial priorities, implementation of a demographic study of the entire municipality with extended powers (ORP), creation of a novice teacher’s profile, a local plan of inclusion in the field of education and determination of the strategic measures leading to the development of quality and inclusive education and mainly the initiation of cooperation, communication, exchange of experience,

sharing of proficiency and deepening of partnerships among the entities in the field of education and the public within the entire ORP,” says Sylva Sládečková, the Head of the Department of Education and Sports of the City Council of Ostrava. She continues: “Workshops introducing new innovative methods of education proved their worth, such as mathematics by Professor Hejný, language education – CLIL and literacy – school libraries that were attended not only by the pedagogic public, but also parents.”


The variable composition of the working groups proved its worth within the LAP

Project, which enabled meetings between school representatives and their founders, representatives of non-formal and non-profit organizations and representatives of universities. The said composition allows a complex view of common education, which is reflected in the action plan and mainly in the list of the priorities and needs of the organizations, so that joint learning was meaningful and feasible for the schools and their pupils. The impacts are very interesting not only for the founders, but also for the representatives of universities and other entities, including parents.

Round tables were also successful, as they allowed discussions on the ways how to bring training of future pedagogues closer to practice and on the real needs of school levels. Basics of a predicated educational and school concept within the towns and municipalities and founder were established.

“The opportunities to meet were the most valuable in the LAP compilation. We were provided a unique opportunity to discuss, openly and publicly, the educational issues which are of a concern for the pedagogical public. We were able to talk directly with the competent representatives from the certain levels of education, founders, professionals in the field of education and from future employers. Via differing opinions, problems and positive

issues of education, we came to a significant form of cooperation that had not been implemented in the past for various reasons. All participating parties gained valuable experience and established cooperation at all levels of education,” Sylva Sládečková assesses the LAP implementation. She concludes: “It is very important to continue in the cooperation between the entities, the public and the founders to enable responding to weak points, develop and support education and cooperation and establish the basis for solving any problems that might occur during learning. One of the most important benefits was the exchange of our experiences with best practice, which should definitely not stop in the future.”



**The project  
included 83% of  
the schools from  
the ORP Ostrava  
territory.**





Round table. Source: Project archive

# Local Action Plan for the Development of Education of the Prague 3 District

**Project title:**

Local Action Plan for the Development of Education of the Prague 3 District

**Beneficiary:**

Prague 3 District

**Implementation period:**

1.11.2016 - 31.10.2018

**Project registration number:**

CZ.02.3.68/0.0/0.0/15\_005/0000794

**The project was supported by a subsidy in the total amount of CZK 3 782 632, of which the EU contribution amounts to CZK 1 891 316.**







STEM project 2016. Source: Project archive

The Prague 3 District implemented the Local Action Plan for the Development of Education project from November 2016 till the end of October 2018. The clear benefit for all participating partners was mainly the creation of an environment where the sharing of information and examples of best practice is the key element marking meaningful development at all levels of the educational process.

The Project had a key effect for strengthening the role of information technologies in the course of sharing best practice examples. Both the professional and lay

public obtained several useful online tools, such as an electronic publication system, public web portals, including a special research tool for non-formal activities, an electronic system of working with data that the schools may use not only for the Project, but also for regular school activities, etc. More than 1,700 publications with experiences and examples of best practice are displayed at [www.skolypraha3.cz](http://www.skolypraha3.cz) and [www.volnycas.praha3.cz](http://www.volnycas.praha3.cz).

“The parents mainly appreciate the electronic browser that can be used for non-formal activities where free-time or-

ganizations may offer their services. In my opinion, another positive outcome in relation to information technologies is that the digital literacy of teachers and school management increased significantly and a cloud solution for information flows and posting student marks was implemented,” says Milan Hausner, Head of the Education Department. Within LAPs, schools may also participate in the project focussed on increasing the security of Internet usage and cyber security as a whole. All participating schools obtained the corresponding EUN eSafety Label+.



Implementers of the LAP Project participated to a great extent in implementing the first international conference of the STEM by ART Project, which is dedicated to the issues of teaching natural sciences, technologies, and mathematics by means of art (see the following link: [stem.lupacovka.cz/full-content-of-project-stem](http://stem.lupacovka.cz/full-content-of-project-stem)). So-called benchlearning, teaching based on best practice examples, is another useful activity in the field of joint testing of mathematical and scientific knowledge.

The LAP project of the Prague 3 District was managed by the Steering Committee that organised activities in 8 priorities by means of an implementation team. Four working groups – for primary schools, kindergartens, non-formal education and investments, participated in their fulfilment. These teams met regularly and defined the tasks for longer periods. They also included external employees dealing with partial tasks from various areas. “The LAP brought a lot of positives to the work of the Education Department, even though it was achieved at the price of significant administrative problems. Cooperation between all actors and mainly the scope of activities would be impossible to such an extent without the Project,” as Milan Hausner describes the cooperation.

Portal [www.skolypraha3.cz](http://www.skolypraha3.cz). Source: Project archive



**Thanks to the Project,  
46 various events took place  
in which 980 persons participated.**





Sensory perception of the nature Source: Project archive

# Local Action Plan for Education of ORP Šumperk

**Project title:**

The LAP for education of ORP Šumperk

**Beneficiary:**

MAS Šumperský venkov, z. s.

**Implementation period:**

1 April 2016 – 31 March 2018

**Project registration number:**

CZ.02.3.68/0.0/0.0/15\_005/0000346

**The project was supported by a subsidy in the total amount of CZK 3,705,912, of which the EU contribution amounts to CZK 3,150,025.**





Native speakers to schools. Source: Project archive

**“Engaging of all target groups in the certain stages of planning the development of education is important.”**

“Our original idea was based on the fact that every kindergarten and primary school is unique in something and may serve as an example of best practice for the other schools in the region; it may offer something to them and cooperation may develop among schools. We strove to build a system of cooperation among the founders, schools, parents, educational facilities, organizations providing social services and other partners, because engaging of all target groups in the certain stages of planning of the development of education is important,” the Project Manager Bronislava Janičková describes the situation.

Other organizations have gradually engaged in the Project, e.g. family centres, private institutions and a specific forest nursery; and cooperation with the local secondary schools and local employees has been deepened.

During the Local Action Plan for Education of ORP Šumperk Project, 6 working groups were established with a focus on mainly numeracy, literacy, pre-school education and care. The working groups dealt with key topics, such as availability, inclusion, quality and development of competences in children and pupils in polytechnic education. “We organised all activities

with regard to cooperation between two and more institutions (state and private schools) and potential employers and non-governmental non-profit organizations in the region. The organization of Public meetings between the regional educational strategy seemed to be the best way to interconnect all target groups. Every meeting must have its own rules, content, clear objective and outcome. Otherwise, the meeting may lose its sense and the participants their motivation,” says Bronislava Janičková.

Implementation of activities to support polytechnic education (crafts, Legorobo-

tics, the issues of cyber bullying). Support of native speakers in teaching or implementing new methods also proved worthy, for example the Hejny method, CLIL, the method of critical thinking, etc. Increasing the amount and improving the quality of free-time activities and support for locally-based learning are also worth mentioning. “To engage parents of the children

and pupils more intensely, we organised several professional lectures for them. For the headmasters and founders of schools, on the other hand, we prepared regular meetings,” describes Bronislava Janíčková. She continues: “In cooperation with schools, we also organised several pilot projects with key activities in which the school founders were mainly interested.”

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## Examples of pilot projects

**The project included  
98% of the schools  
from the ORP  
Šumperk territory.**

“Learn about the world, learn about professions”

Thanks to this Project, children from kindergartens may look into the world of technical and polytechnic education and learn about the world of adults with regard to the professions that adults may have. Almost 500 children participated in the pilot project activities.

“Native speakers to schools - support for active teaching of foreign languages”

A native speaker was engaged in teaching and school life as a school assistant to get as familiar with the school as possible, establish informal contacts and connections, communicate with the pupils and school employees and become a natural member of the school team of pedagogical staff. His/her engagement was simultaneously focused on preparation for implementing the CLIL method with the aim to set the foreign language environment as natural and broad as possible.







The benefits  
of action  
planning  
in education  
as seen by its  
stakeholders

**„Provided that I believe that extra-curricular activities are an integral part of education, it is suitable that formal and non-formal activities join each other. My personal experience is that when you succeed in bringing the headmasters of schools, youth centres, museums, libraries and galleries, representatives or non-profit organizations, mayors and entrepreneurs together around one table, you may jointly find out what is needed in the territory and who will be in charge of the matter.“**

**Ing. Aleš Sedláček**

Chairman of the Czech Council  
of Children and Youth





**„Action planning certainly makes sense, but there must be appropriate competence with regards to time, location and political synergy across the structures and subsidy titles, all mechanisms and tools must function to allow for implementing the planning in practice and not only drafting it on a piece of paper.**

**To create network platforms where people meet and discuss education in the territory and plan common goals, which certainly has merit, and thanks to that we have mapped ORPs; but with regards to point A (plan, paper), point B must also be added (i.e. continuity, implementation, long run and sustainability).“**

**Ing. Vlastimil Pícek**

Mayor of Brandýs nad Labem – Stará Boleslav



**„Thanks to the Local Action Plan of ORP Svitavsko, we succeeded in defining possible cooperation among the schools in the territory. We succeeded in organizing several training seminars for pedagogues and parents in the past. In compliance with the needs of our territory, we are currently focusing on gifted pupils for whom we want to ensure good conditions.“**

**Mgr. David Šimek**  
Mayor of Svitavy



**„Thanks to the implementation of the LAPs, headmasters and pedagogues were given an opportunity to cooperate and they can also accept their share of responsibility for the necessary transformation of primary education in the region. The problem is that they are not able to deal with this opportunity.“**

**Radek Zeman**  
Mayor of Luže



**„The benefit of the Local Action Plans is great. We finally succeeded in targeting and dealing with the particular local problems in education.“**

**Martina Lacmanová**  
Mayor of Chrast





**„When assessing the quality of schools, the Czech School Inspectorate also focuses on a number of aspects related to the school’s concept and strategy in compliance with the needs of the district and the region. In addition, it also focuses on the level of cooperation with other actors at the location, the quality of communication with the parents, founder and other partners of the school. All these parameters serve as suitable inputs for discussion among the various participants, for example within implementation of the Local Action Plans. Provided that the activities at these platforms do not occur only formally, they may become not only a source of inspiration for the participating school, but also an opportunity to share experiences when dealing with the uneasy tasks brought forward by the current challenges in education.“**

**Mgr. Tomáš Zatloukal, MBA**  
Chief School Inspector







**„We see the benefits of the local action planning mainly in the closeness of the people from the LAPs in primary schools and kindergartens. The employees in an LAP may operatively respond to the particular needs of children and pedagogues that are specific for each region. Thanks to this, even pre-school children in small rural kindergartens may enjoy interesting projects and develop their polytechnic literacy and understanding of the technical world around us.“**

**Barbora Vítová**

Co-author of the Small Technical University

**„I perceive the benefits of action planning in education mainly in allowing regular meetings between the local actors in education who would otherwise not meet and would not have the opportunity to share information and jointly deal with the problems and challenges within their local educational system. The engagement of various actors enabled defining shared priorities and measures needed to be responded. When mutual agreement of the actors happens, there is a higher probability that the proposed measures will be implemented in a way that allows achieving the determined objectives. It is also of a great benefit for harmonisation of the local actors' views of the particular topics that are being dealt with across society in relation to education (e.g. inclusive education).“**

**PhDr. Lenka Felcmanová, Ph.D.**

Department of Special Pedagogy  
Faculty of Pedagogy at Charles University



**„From the parents’ perspective, we see a great benefit mainly in those educational events in which we participate. Practical advice and recommendations from the lectures are especially of a great help (literature, aids, games, etc.). We appreciate the maximum of helpfulness of the lecturers with respect to the particular questions of parents and also with regards to the special needs of each child. We would be glad to get a chance to engage in other educational events within LAP.“**

**Biškovi**

Representatives of parents in the Steering Committee

**„I really appreciated our trip to the kindergarten in Říčany, from where I was able to bring ideas for polytechnic and environmental education to our school. I got to see a well-functioning forest nursery and am looking forward to spring when we can start creating a natural garden with the children and parents. Thank you.“**

**Jana Řehořová**

Headmaster of the kindergarten in Mcely



**„During Inspiration Cafés, I got a chance to meet likeminded people who are dealing with similar problems and are generally striving to achieve the same – good quality and meaningful education. One suddenly feels that he or she is not alone in their efforts and may still find strength and inspiration in others. Thanks for that!“**

**Ivan Mezlík**

Deputy Headmaster of the Komenského Primary School and Kindergarten in Nymburk

**„Every event I participated in was inspiring and enriching for me. LAPs promote the pedagogical work and profession, which is currently very important. Cooperation with LAP helped to make new friendships and foster cooperation with other schools in the surrounding area. Thank you.“**

**Vlastimil Procházka**

Headmaster of the primary school at Kostelní Lhota

**„With LAS Podlipansko, I came to know the Železné hory Region closer; it lies almost “in front of my nose”, but we still marginalised it. Thanks to a trip within the LAP, we gained new friends – headmasters and teachers at the local schools. We learnt how to manage locally anchored teaching. Železné hory has become a favourite target of our school trips.“**

**Vlastimil Procházka**

Headmaster of the primary school and kindergarten in Vrbová Lhota

## Information about OP RDE

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OP RDE – Local Action Plans for the Development of Education

Let us talk about education at regional level

The Ministry of Education, Youth and Sports

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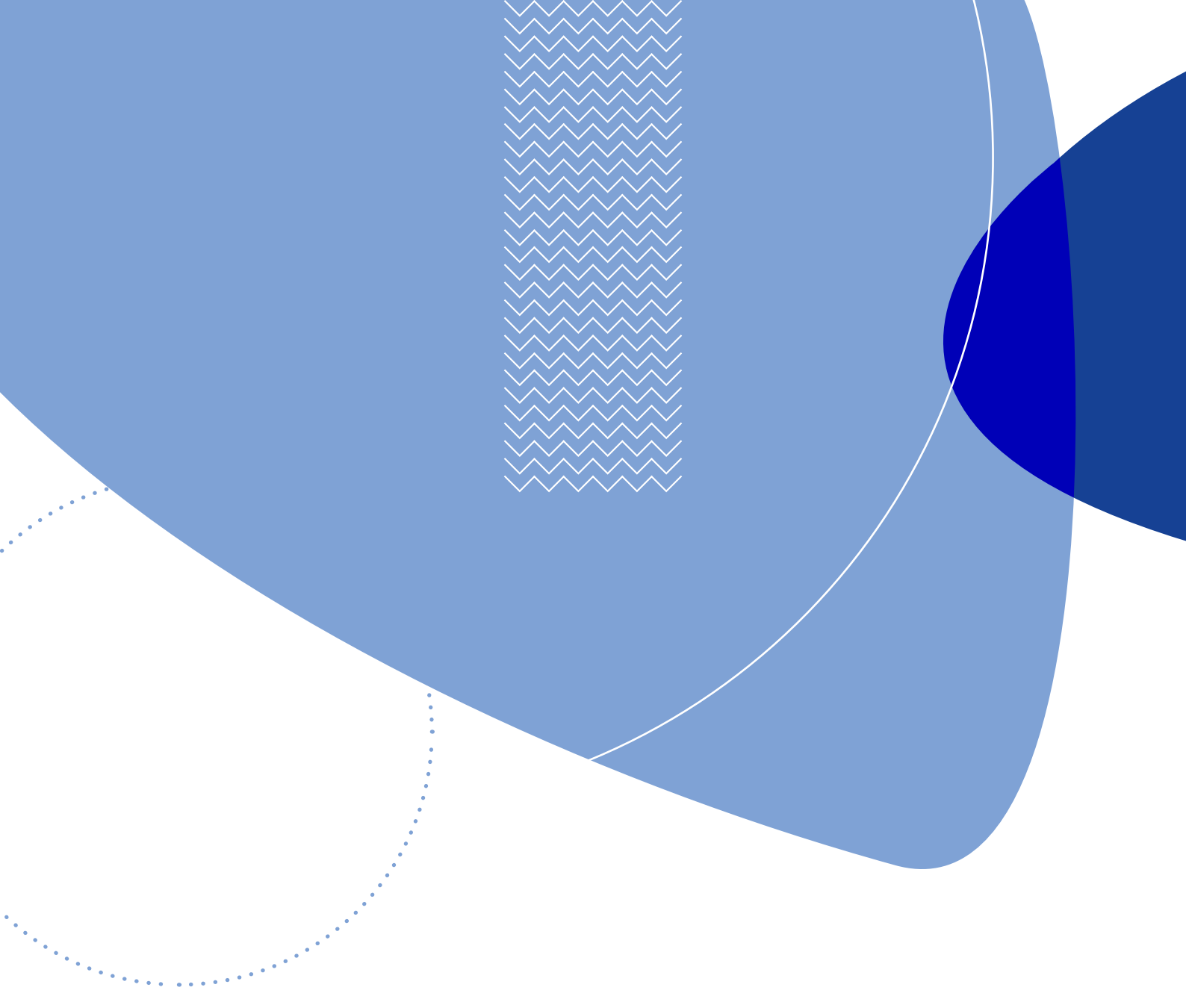
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