

Comparison of Czech and Norwegian educational system elaborated in terms of FM EEA Norway “**Cooperation in apprentice education**”



norwegian financial mechanism



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1. Situation of specialized secondary school education in Europe

Great changes were posed in work market, in employment structures and grow of level of requirements for well prepared human resources in second half of 20th and beginning of 21st century in Europe and developed part of work. Changes are supported by coming of new technologies accompanying by productivity increase and new trends in labor division. During 20th century the biggest employment rate flew over from industry to services, from secondary to tertiary sector). New significant change happened at the beginning of new century- information, knowledge and training of people how to reach them and use them became the main factor of production in science society.

Changes at work markets are deeply reflected in labor power and human resource demands. Decrease of low qualified positions is faster and number of positions with higher demands is growing on the other hand. Social and economical changes are reflected into different branches and professional characteristics of work positions that are available at work market and into their qualifying costing ness. Development of branch and professional work positions and employment structures analyses proved regularities in their long- term and medium- term emergence.

2. Project partner country presentation- Norway

Norway is a limited monarchy with parliamentary democracy system. Country is divided into 19 administrative regions with proper parliament having usually administrative function. Norway is low populated country- 70 per cents of populations live in cities. It is one of the most developed countries in the world – there is the best quality of life with highest GNP according to different researches. There are 4,6 millions of people living on 324 thousands of km².

These partners participate on project “Experience exchange and cooperation” whose aim is to enforce and improve public services in apprentice education: Secondary Technical School Zeleny pruh from Prague and Secondary Specialized school Skjetlein that focuses on agriculture, building, design and craft production. Next partner is “Administration of Secondary Schools” in Sør-Trøndelag region located in Trondheim. Trondheim is the third largest city in Norway, it has 147 thousand inhabitants. It can be considered as a university city, every sixth inhabitant is a student. It is the oldest Norwegian city and it used to be the capital city of the country.

Norway, though not being EU member state, is influenced by policy and political targets of the EU. Norway together with Iceland and Lichtenstein participates on union’s internal common market on basis of European Economical Area Agreement. EEA agreement ensures same conditions for Norwegian companies as to organizations in EU member states. It is possible to do tax-free business with other EU member states, but agricultural products and fishing are excluded.

Norway can participate in supplies of goods and services that are focused on projects financed by structural fund and it can apply on tenders for such projects same as firms and institutions of EU member states.

Secondary education, communication, transport, culture, regional planning and economical development are the main parts of region’s authority.

Generally Norwegian state administration is characterised by high level of centralization in public budget and expenses decisions. Reason of such decision inheres in natural conditions of this northern country. There are areas with low density of population and difficult natural conditions, thanks to state grant they can keep good socio- economical position.

There was a treaty concluded between Norway, Iceland, Liechtenstein and EU in December 2009 that tied together previous contracts. The main supported projects should be: climate change, culture heritage protection, environmental protection and research. Main values are: opportunity, solidarity and cooperation.

3. How Norwegian educational system works?

3.1. Basic introduction to Norwegian education

First, basic information about Norwegian educational system will be presented; second part will focus on concrete specialized secondary education

Compulsory seven years long school attendance was introduced in 1889 in Norwegian kingdom. It was extended for nine years duration in 1969 starting when a child is 7 years old. Nowadays there is compulsory school attendance for children aged 6 to 16. There is 61 per cent of finance used for secondary education in Trondelag region from a budget, rest of finance is used for transport.

There are 3 parts of Norwegian educational system:

- Primary school – for children aged 6 to 13.
- Lower secondary school – aged 13 to 16.
- Higher secondary school – aged 16 to 19.

Primary school (Barneskole, age 6 to 13)

Pupils try to learn by games, they learn basics of social behaviour, alphabet, basics of counting and basics of English language in first year of education. In second grade, they familiarize themselves with maths, English, Norwegian, religion, science, aesthetics and PE.

In 5th grade lectures are completed with geography, history and social sciences. There is no marking in this level, teacher often writes evaluation- pupils analyze and tests are provided to parents to watch them at home.

Lower secondary school (Ungdomsskole, age 13 to 16 years)

While student enter this school, he starts receiving marks. Such marks are decisive for accepting to university. Students can choose one eligible subject from eighth grade. Typical eligible subjects are foreign languages: German, French and Spanish. Norwegian and English languages are added to students. Instead of language course, students could choose specialized practical subject before educational reform in August 2006.

Higher secondary school (Videregaende skole, age 16 to19 years)

It is three years program and it is based on eligible subjects. But current social changes, shortage of work positions for this age group and legislative changes (government claims to offer education at secondary school to everyone aged 16 to 18 based on law from 1994) cause wider non –use in practice.

Secondary education is mainly based on public schools in Norway. There were 93 per cent students attending state schools in 2007. According to Norwegian law, private schools had not been considered as legal until 2005 except when they had been offering regional or pedagogical alternative. First standard private high schools were open in autumn 2005.

There were 3 types of high schools in Norway till 1994:

- General - languages, history, etc.
- Business - accounting etc.
- Special - electrician, carpenter etc.

Those types were merged into common system by reform in 1994. The aim of reform was to provide everyone some kind of general education so as he would be able to study university later. It means more theory at special schools and changing between schools without losing credits. For example: If the student would like to change his studies for general studies, he would lose two years of studies for carpenter in old educational system, in new one he would gain half of the credits.

Student applies to cohere into general or special education. There are many sub-levels of studies between those two main types. Incorporation of information technologies into compulsory subject was one of the steps of new reform. Many districts responsible for schools offer notebooks for student of general education for free or for small fee. Changes in voluntary subjects that students choose at 2nd and 3rd grade in general studies were forced by reform.

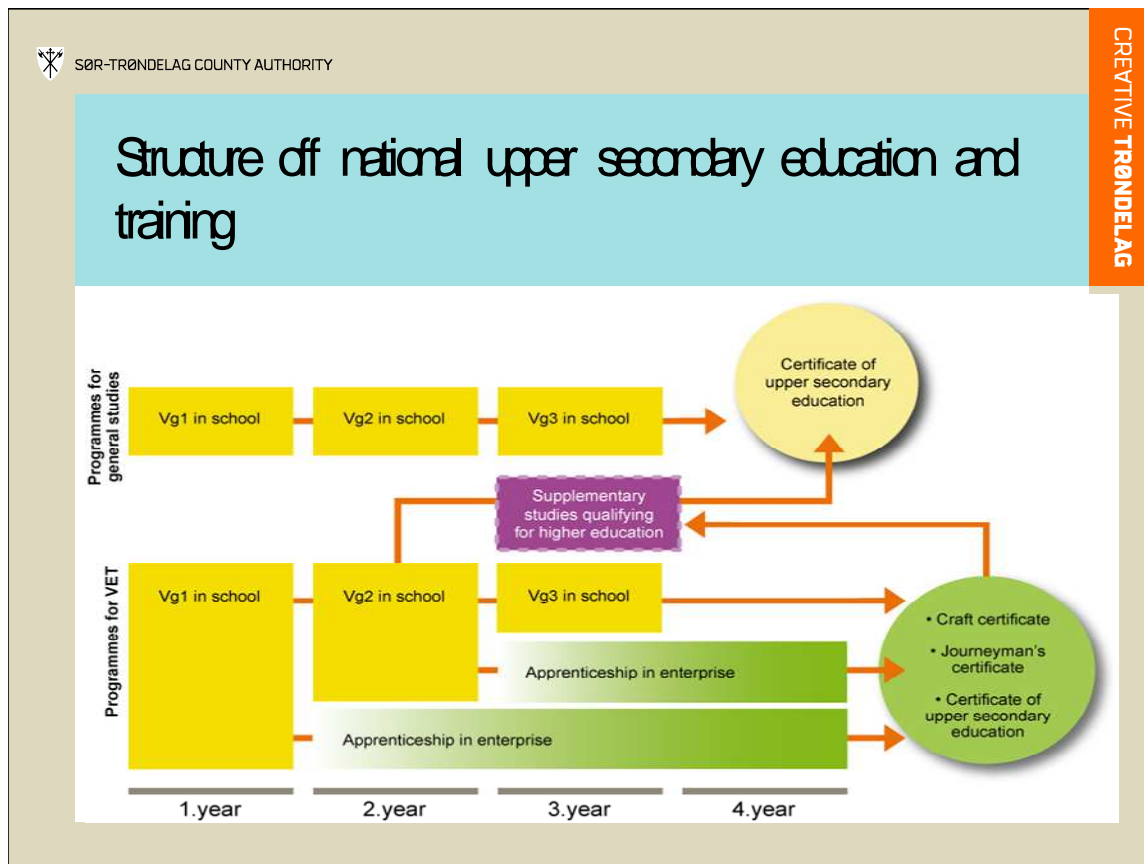
University education

This education is over frame of higher secondary schools and takes 3 or more years. To be accepted to university, student has to evidence “general studiekompetanse” e.g. General Entrance acceptance certificate, that student gain after successful passing of higher secondary school or through the legal way. Relevant applicant must be older than 23 years, he must have 5 years of student “experience” on secondary education level and he must pass exam from Norwegian, math, natural sciences, English and social sciences. Some branches demand special proficiency in 2nd or 3rd grade (for example math and physics for engineers).

Division of university education:

- 1) Universities focused on general subjects (arts, human sciences, natural sciences) offer bachelor title for graduates (3 years of studies) master degree (after 5 years) and PhD (8 years of studies). Universities also lead a lot of professional branches as law, medicine, pharmacy or psychology. Those faculties are separated and cooperation with university is limited.
- 2) Universities offering wide choice from bachelor, engineer title, proficiency for teachers or nurses. Marking system is same as at university.

3) Private schools, that focus on specialization in popular branches with limited capacity in state schools for example: business management, marketing and applied arts. Those schools are only small fragment in total number of schools. There is share of 10 per cent of students of private school in higher education in comparison of 4 per cent in lower secondary education and 1, 5 per cent in primary schools.



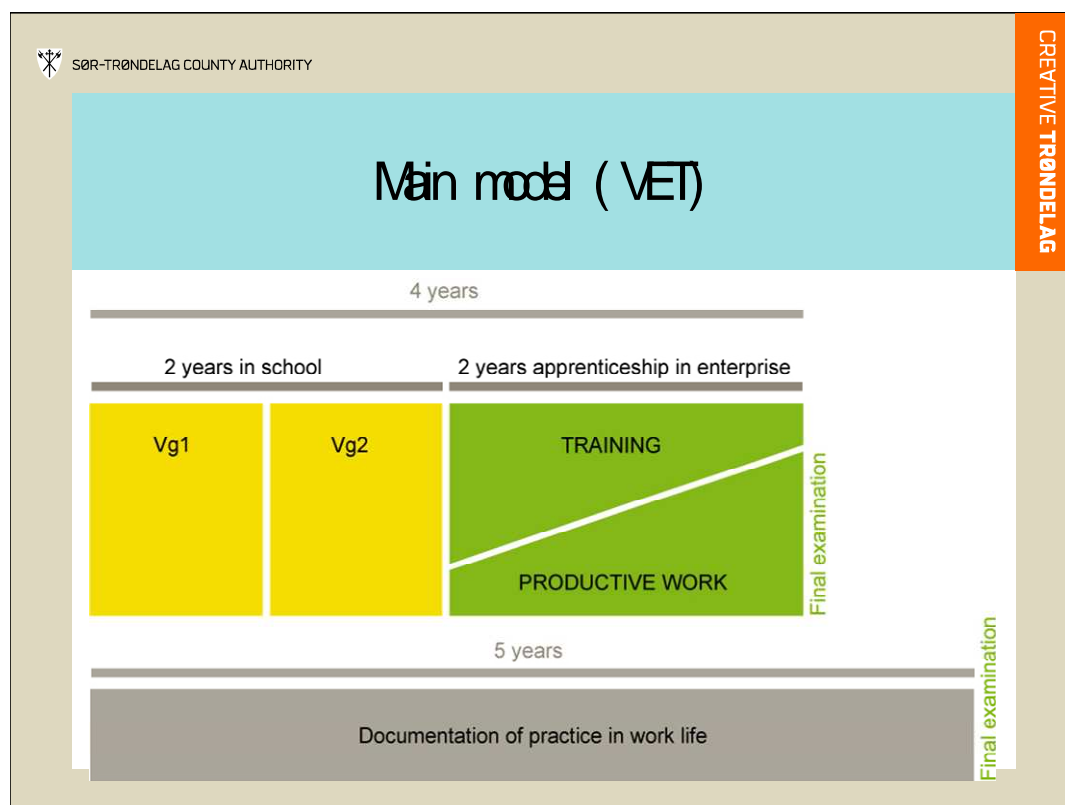
3.2. System of specialized secondary schools in Norway

If we focus more concrete on special secondary schools in Norway, there are 99 per cent of graduates continuing for special secondary school after passing compulsory primary school. More than 50 per cent of them usually choose the way of specialized education and preparation (VET), in Oslo the rate is lower- 40 per cent. More then one third of students does not finish school according to classical model and extend their studies or repeat their exams during their education.

There figure 9 programs of special education in Norwegian system:

- Building
- Design, arts and crafts
- Electricity a electronics
- Health and social care
- Media and communication
- Agriculture, fishing a forestry
- Restaurants, hotels a food manufacturing
- Service and transport
- Technical and industrial production

Classical studies proceed according to following scheme: Pupil attends basic one year course and he continues with one year course with advanced course that is finished by 2 year long special training in some firm. If student wants continue in university education, he has to follow one year additional course qualifying him for higher education. See attached graph:



This scheme of studies at special branch: „**Agriculture, Fishing and Forestry**“ can serve as illustration:

•year – Vg1: __branch agriculture, fishing and forestry

•year – Vg2 : __branch classical agriculture

branch ecological agriculture

branch work with horses

branch small domestic sports animals
branch hunting and fishing
branch gardening
branch parks and green places keeping
branch forest using

•year – Vg3 : same as Vg2 + extended branches:

branch setting and keeping of golf courses
branch setting and keeping of parks and forest
branch landscaping
branch green-houses

3. and 4. Year – training:

branch work with horses
branch small domestic animals breeding
branch gardening

Exam is practical, complex and if possible realistic and it can take from 5 hours up to several days (according to branch). Examining can take place at school or in company. If the candidate fails:

- He can receive testimony of passing practical course and his education terminates.
- Second examining is possible at place in company, where practical part took place. In this case, exam is financed by Regional Schools Administration.

Special education and preparation of students are for free at public educational institutions. Some private firms can be counted into authorized providers of this type of education, however their number is very low- 3 per cents.

Company, where apprentices are trained, gets grants and apprentice is considered as employee there and he earns salary in range from 30 to 80 per cents of salary of qualified workers.

Norway is divided into 19 regions responsible for regional special education and providing of special trainings. Quality control is made through national monitoring. State's administrative tool in each region is deputy that represents state in decentralized system and is responsible for monitoring realization, legal and state ordinance fulfilling and feedback from region to state.

Regions are financially and administratively independent units responsible for higher secondary education in the region. Regional administrative had legal duty to offer different educational programs for schools providing secondary education consistent to legal law of pupils for education and professional training according to their wishes. Different branches can provide support of regions that are owners of the schools through the participation in special regional education committee.

The main aim of special education department that is composed of deputies from different sectors is:

- Compiling regional committees for special education
- Providing apprentice places
- Approving companies with special education, educational quality control
- Approving and concluding apprentice agreement
- Apprentice and companies supervision in two years practice
- Apprentice exams administration
- Examining commissions establishment
- Administration and grant applications
- Information and service providing for companies, schools, pupils and parents

There are regional examining commissions operating in each region that are one of the actors of tripartite cooperation in field of secondary education. There are 35 special educational offices in region Sør-Trøndelag, there are 550 companies, where pupils training are held and there are 1400 pupils finishing their studies by final exams and preparing for approximately 125 professions.

Main target of such commissions is:

- company run
- contracts concluding with apprentices
- apprentice education organization in member companies
- professional responsibility for content and quality of education
- administrative work and supervision
- administration of state grants, that they receive for apprentice

There are following criteria for educational institutions recognizing and companies for participating in special training:

- Company has trained members of management and qualified misters
- Fulfilling demands for special practice according to learning curriculum
- Ensure education by qualified instructors
- Realizing recipes and demand according to school law
- Willingness for signing of formal agreements and providing education for apprentice
- To have a system for planning as well as quality evaluation and educational order

Nevertheless Norwegian apprentice schooling has to deal with several problems:

- Improving of approach to this education type
- To lead all student until successful finishing of studying (because education is for free and there are no entrance exams and it is the reason why many students do not finish)
- To provide type of capability and right number of qualified workers that market needs.
- Competence enhancement for teachers and instructors.
- Increased cooperation between schools and companies.
- Internationalization (Leonardo ad Vinci)

The greatest problems that Norwegian apprentice schooling has to deal with are almost comparable with problems with Czech secondary education: those problems are: too high absence, bad study results, motivation into studies shortage, passivity of students. Same as in Czech Republic, the offer doesn't correspond to demand in some branches as mechanics of motor vehicles. Number of future students aspiring for this type of education is higher than capacity in some branches, on the other hand some branches has to be cancelled.

4. Specialized secondary schools in Czech Republic

There was fundamental development in system of special education in Czech Republic since 1989. Offer of specialized education was extended by setting new kinds of special schools and new educational programs. Those steps helped to modernize content of special education. While before 1989 special education was based on preparation for guaranteed and stable employment, after 1989 it has to face to non- stable and not sure work market.

There were following significant changes:

Structure change of educational offer. In 1990 there was ratio of students accepted to special schools and special schools for apprentice 26:74, in 200 it was 44:56. There is significant decrease in number of pupil's interest towards students with indenture.

Step by step differences removing between particular types of schools. Integration of several types of secondary schools into one educational institution was one manifestation of that step same as content changes by special branches development and strengthening of educational content, the example is lyceum.

Balancing difference between demand and offer in education. Significant rate for widening offer of educational chances is the possibility to set non- state schools (private, religion) and rise of dozens new branches of education.

Size of school was declined, those was caused by more factors. One of them was demographical fall and non sufficiently planned widening of educational offer.

So called "Curricular reform" relating to primary and secondary education was set in 2005. The aim of such reform was to enable flexible proliferation of graduates according to school conditions, needs of regional work market, branch development and pupil's interest as well as ensuring equal education to all students which will correspond to need of modern work market and civil life. This program gives ability to schools for creating their own educational programs and not to only realize the education but also participate at its preparation.

Curricular documents are frame educational programs that delimitate generally binding demands for single levels and educational branches and pupil's personal qualities. Frame programs for secondary schools are published by Ministry of education after discussing with ministers of resort, central organs and organization of employers for whole state. Frame programs are set for 3 rounds of absolvent competences: civil, key and special.

Special demands are defined on base of qualifying demands for employment or group of similar job that are formulated by sphere of job. Resource for special competence of graduates is professional profiles and integrated system of type position. Content of education is prefabricated according to educational branches. There is set of required results of education for each single branch (knowledge, skills and habits) and learning materials. Practical skills are connected with theory. Stress is laid on educational results, learning is understood as mean of education not as aim of education.

Frame educational programs for special secondary schools are created together with branch transformation. There used to be 823 branches placed into special set and it was step by step reduced to 220 branches. New branches of education are based on wider base and they will enable graduates to get wider use and flexibility on work market.

5. System of Czech secondary education

There are following levels of secondary education in Czech Republic:

Secondary education – it has daily form, takes 2 years.

Secondary education with indenture – it has daily form for 3 years, graduates usually find their job in labour positions.

Secondary education with leaving exam - it is realised by daily form, for 4 year, in case of grammar schools it can be 6 or 8 years.

Students that attend special schools are prepared for work in relevant learning branches.

After finishing of compulsory primary education, students are accepted into first grade. Preparation at schools is usually 3 years long and is finished with final exam and they gain indenture. If graduates want they can continue with 2 more years of studies and later they can continue at higher special schools or university. At secondary special pupils can study in 4 years programs that are finished by leaving examination.

Besides theoretical education there is practical part of branch stressed. There are theoretical, general subjects, special subjects and professional training.

Realization of special training is made in schools workshops. If the school had agreement with company it can be also made at work places.

Special secondary schools noted decreasing interest from students. This fact is caused by change in perception of prestige of student branches in society which is strengthened by negative demographic evolution. Prestige of leaving examination branches had increased at the expense of craft and labour branches and this reality can be seen in graduates demand. It is not only students but also their parents who decide about branches choice. Wishes are often different from real need of employers and work market situation.

Special secondary schools at Czech Republic are set by regions. Education is for free. There are fees for schooling at private schools and religion schools. State special secondary schools are dependent on grants from state budget, they can improve their budget by rental, finances from European funds, or other additional activities. Grants are dependent on number of students that makes fights for students.

Because of lower number of students the interest to gain students is shown by all types of secondary schools. There is connection between “fight for students” and decrease of requirements for accepting. That is why some students applying at school for apprentice has worse results and some of them are not much interested for studying. Bigger motivation for students especially those from socially weaker families is ability to gain social grant dependent on school results from future employers.

Director of secondary school SŠT Matonoha emphasized importance of skilled work quality. He thinks that there is lack of influence of Economical Chamber for monitoring of craft works in Czech Republic. System of evaluation should be similar to system of evaluating of hotels with stars. Work is provided by workers that are not prepared very often.

6. Models of specialized secondary educational techniques

There are three basic models of special education leadership- it is divided according to where is the base of special education: 1) at schools (so called school model) 2) out of schools, at work (so called apprentice model), 3) dual special preparation lead by company and school.

Dual apprentice model tries to combine learning at work (for example at company's training centres) with learning at special secondary school. Apprenticeship that connects special preparation with practice at single job is the oldest form of special education.

Dual system is characteristic with commissions responsible for quality monitoring and for exams organization (case of Norway). Commissions are composed from employers, comities and ministries of education. The main base of responsibility is at companies. For entering dual model students have to apply for apprentice place at company and they have to sign apprentice contract.

Each of spoken models has advantages and disadvantages. The model, where education is provided mainly out of school, this one is used mainly in countries, where special education has developed (GB, Ireland, Portugal. Spain, Greece). Main target of such preparation is not to provide package of qualifications for young people but to help them with transfer from school to work. It is more important to get a job here, than to reach set level of apprentice skills, that is why such preparation is much less lead by state than apprentice education. On contrary to school and dual model connection between work and school (that is mainly lead by private sector) is different feature of projects of special education at work. It can be realizes by private companies as well as non-profit organizations, public agencies and administrative organs. Some projects are short term, some are well known and many participants are different. It is hard to distinguish if it is starting education of young people or if it is further education of adults. Participant at any age can take part. It is sometimes very hard to monitor this education because participants are not in school statistics. The advantage is in ability to provide effective transfer between work and school for young people and adults at retraining.

Special training provides special qualification that is important for use of graduate at work market. There is significant meaning of special qualification also for persons entering tertian education – it has positive impact on choice of technical branches and it helps to enter work market in case of too early finishing or tertian education.

School model that is more common in Czech Republic provides more theoretical oriented education where contacts with companies are limited. That is why they search ways how to engage more employers for example at preparation of educational programs or at organization of exams and enduring practical trainings for students and teachers. On contrary dual model provides special education that is closely connected to practice at small companies, that is why always at least some part of practical training is realized at over-company centres, where apprentice learn what they could not learn at their home company. Special education at work is very often added for young people at special schools and it is spread in all system how it further education of adults became more important.

The evolution goes to internal diffusion of single models. The role of state at leading do secondary education is growing and role of social partners is changing as result of individualization of working relations, growing autonomy of companies, new production processes, globalization.

7. Shortage professions and educational branches

Results of survey at employers showed that there is biggest shortage of workers at industry (58 % of surveyed firms), in service sector there is shortage 25 % and at quaternary sector it is 49 % of firms.

Shortage professions and educational branches – industry sector

Shortage professions		Shortage educational branches	
Profession	Total	Educational branch	Total
Tooler	25	Engineering – High school	143
Technologist	20	Engineering - University	37
Konstruktér	14	Engineering	22
Locksmith	13	Technician –without distinction	13
Tradesman	12	Technical chemistry	10
CNC operator	11	Electrical engineering	9
Toolmaker	11	Laborer- without distinction	9
Tool setter	9	Builder- University	8
Engineer	9	Management	8
Metal welder	9	University stud. –without distinction	8
Planner	8	IT worker	7
Builder Univer.	8	Merchant - seller	6
Engineer Univer.	7	Metallurgy	5
Technician	7	Elektrotechnician- High sch.	5
		Elektrotechnician- University	5
		Chemistry- University	5
		Technician-Univ.-without dist.	5

Source: ISA-VIP Careers - employers' needs and readiness of graduates for entering the labor market.
Note: Tables include the frequency of reported occupations, respectively, fields of education from a total of 314 responses.

Employers in all size at service sector have lack of drivers (mainly bus drivers and truck drivers). Employers also need auto mechanics (these cover auto electricians. Employers consider also shortage in branches of machinery and machinery production (branches with indenture as well as with leaving exam, electro technicians, telecommunication, IT, building, cartography.

At quarterian sector there is lack of workers in IT, and building professions. Employers also see shortage in field of building, geodesy, cartography, electronics, telecommunication, IT and machinery.

Employers take a little part on process when students of primary schools are deciding on their future profession. It is necessary to keep eye on it in time of shortage of professional workers. It is employers in certain region who should inform parents and children about working future possibilities, positions at their company, necessary qualification, employment policy and career grow. Employers can also present themselves through educational consultant that works at primary schools and is close to need of children at primary schools.

In case of secondary school Zelený pruh similar strategy was chosen by company Metrostav that started project of cooperation few years ago. Project is convenient for both parts. Students are motivated by grants, possibility of further job vacancy and other advantages (lunches, working clothes, study tools, professional tools, bus tickets, accommodation and food at student house). This is way how company can gain qualified workers. Besides Metrostav, the school cooperates with companies Subterra, Rigips a Bosch.

8. Czech and Norwegian specialized secondary education in comparison

The main differences between Norwegian and Czech education on level of secondary schools that were noted by Czech delegation (Ing. Drahoslav Matonoha, Ing. Ivan Kočí, Ing. Kateřina Pišoftová, Ing. Danuše Černá, Ing. Jaroslav Kukla, Mgr. Eva Sverčinová- from Prague office) are:

Individual approach of teachers to students in Norway that is made by smaller amount of students at classrooms. There are 1700 teachers for 10 900 students.

Tendency to maximalize support of education in Norway on contrary to Czech Republic, where it is more common to safe education. At Norwegian schools there are more possibilities to finance education on their own by organizing trainings, courses, work on projects; selling of their own products etc. it is more common to cooperate with companies that rise students. There are better conditions for running business, which is not possible in our conditions. Gain from such activities goes back to pupils. Also technical equipment of Norwegian schools is higher, salaries and social insurance of teachers is better and they are ensured to have long term employment. Everyone is entitled to get education in Norway; there is no age limit for studies. People can leave secondary school and university and start again any time. They do not pay school fee even they decide to study at age of forty. Education is free for foreigners if they meet requirements (language knowledge etc.)

Even school is for free, students often take loan for studies already at secondary schools, because of costs of accommodation and food is higher than in Czech Republic.

Deputies from secondary school Zelený pruh saw as positive that they interconnect theory and practice in Norway and that is why role of teacher and mister is connected.

Next difference is support of competitiveness between students. In Czech Republic one of the important motivation engines is comparison of achievements and evaluating the best students (the best students at school Zelený pruh have many advantages- their pictures with medals are at corridors, who has average marks up t 2,2 can pass driving exams for free, they participate at video projections etc.) In Norway the aim is to fight with differences, they support cooperation and mutual help than competitiveness.

There is stress made on language education and that is why students in Norway have no problem to understand well at least one foreign language. Language knowledge in many countries is connected to approach to public media. In countries where movies are shown with subtitles without dubbing is approach to language easier, same as in Norway.

In Norwegian primary schools there is no marking, that is why Czech students has to undertake higher stress and if the child fail in Norway school they try to find other ways how to help him. Students in Norway are not examined in front of black board; system is more close to university system. Lectures are more in form of discussions, students are prepared before lecture and there are more active.

Compulsory education in Norway terminates around 16th birthday and that is why students has higher chance to realize, where they want to be targeted and what they want to gain at life. Decision about studying at secondary school is one year later for them then for their Czech colleagues.

Czech as well as Norwegian students have possibility to choose type of school they are interested in.

Interesting fact, Czech delegates have noted was non- existence of special schools for handicapped. Such students are incorporated into common pupils, in case their disability is higher, they get individual assistant who takes care of them. Handicapped students are incorporated into collective in Norway. Same approach is taken in Zelený pruh school.

According to subjective opinions of delegates, climate in Norwegian schools is calmer, easy, teachers are more relaxed and their relation to children is better than in Czech conditions.

Norwegian students get more open space in school attendance. If the kid does not want to go to school it is not problem, he has only study what he missed. Students are let to be responsible there.

System of communication with parents is interesting. In Norway parents are informed individually not collectively at classroom meeting like in Czech Republic.

Also approach to tidiness is more benevolent, in Czech Republic students are let to clean classroom more strictly.

You do not have to pass entrance exams for higher education in Norway, but with this apathy can be connected at some students and their approach to studying and students sometimes do not appreciate that they were accepted.

Classes must be strictly according to curriculum at Czech schools. There is mostly big centralization of teaching, on contrary in Norway results are evaluated not methods. That is why they can try different ways of teaching. There is no commission controlling fulfilling of curriculum and teachers are more flexible in modifying them. Teaching plans are prepared according to significant student and their groups. Form is more important than content of education (10 % of knowledge, 90 % teaching skills).

Project form of lectures is more supported in Norway. Students work on small subject in groups during their studies and they have to present their work in front of the class. They prepare around 3 projects a year.

There is not that much administrative work for Norwegians as for Czech teachers. In Czech schools teacher has to fill in class book, lists, tables, catalogues, etc.

In Norway there is bigger interest in society for support and development of schools. Norwegians realize that investment into education counts. There is also higher media support of secondary education.

There are similar possibilities to study at universities after fulfilling requirements at both countries as well as possibilities of retraining after termination of studies.

The last international point for comparison is worth to talk about level of international cooperation. Each Norwegian school keep contact with abroad, students and teacher participate regularly at foreign stays and they exchange pedagogical practice.

9. Development of specialized secondary education in Czech Republic and further cooperation

There was motivation program created for revitalization of Czech special secondary education revitalization, improving of conditions for cooperation with employers and better knowledge of public. There are following steps made:

- 1) To enable using part of normative for salary expanses of contract partner connected with realization of practical education.
- 2) Such resolving can be as advantage for following reasons:
 - It can gain partners more easily (big and small companies) where practical education can take part.
 - Cooperation with those partners will be based on contract, school will be as customer and that why it can control quality better.
 - Pupils will have possibility to work more with modern technologies.
 - Realization of practical training out of school will bring savings in indirect costs and costs for run

Such solution can be advantage for employer for these reasons:

- He will be entitled to cover costs connected with realization of practical training at their workplaces.
- He can make closer connection to schools. By propagation and economical tools he can motivate students choosing their employer after termination of studies.

Side positive effect could be increase o minimal level of reward for productive activity of students from current 30 %. From side of employers it is possible to count on bigger vulnerability to do such step that would help to increase atractivity of apprentice studies.

- 2) Creation of better conditions for participation of employers on creation of new content of education.

3) Support for enter of employers to financing special secondary education

Creation of motivational conditions for school support as well as students preparing for their job is bind to taxes stimulation. The target of measures is motivation of employer to provide practical training to students:

- Quality of personal and material and technical conditions for realization of practical trainings.
- Motivation benefit.

Some recommendations are made on level of regions enabling mutual coordination of schools and job market:

- To support creation of polyfunctional schools
- To strengthen meaning of career consultations on second part of primary school by gearing the biggest amount as possible of employers into process of education
- Make an effort for changes in employers thinking and their wider integration into propagation of crafts at primary schools, intro strengthening prestige of special secondary schools and improving care of graduates
- To support activities of employers in training of teacher of special subjects
- To gain help of employers at realization of modernization of classrooms.
- To make branches more attractive as well as to present effectively to students

- To enable education with leaving exams to graduates from schools for apprentice gaining further education for graduates with leaving exam.
- To target vocational space and personal position to sphere of development of education of adults and to realize change of secondary schools into centred for lifelong learning connected with starting education and employers and to use maximally finances from EU.
- To attempt for straight financial support of business sector as well as region to students of branches, where is long term inconsonance between offer and demand at work market.
- To use free capacities of schools for further education
- To make cooperation with Work offices, employers and further social partners deeper.

Lifelong learning becomes more important with slow edging to European trends and adapting to actual situation work market that needs flexibility and non- stop training. (It connects starting education together with further education; it enables transformability of all arts of educational system. Lifelong learning emphasizes time dimension of learning during whole life, non stop, or periodical)

To motivate adults to further education, the participation of state is necessary (it can be taxes for example).

Schools can orient themselves on usage of capacity to other educational object (rent of spaces, storage space, a place for business). It can be also thought about transforming capacities into another educational target.

Interconnection between starting and further education is one important additional target. Non used capacities of schools will create slowly a space for development of wide demand in system of further education. Concept of lifelong learning that is supported and realized in EU member countries supposes change of secondary schools into open centres for lifelong learning that would provide starting and additional education as well as retraining an interest education for all groups of people. Schools can become places where adults enable to reach necessary qualification.

10. Closing summary

Comparison of Czech and Norwegian system of education has revealed several significant differences as well as common points. If we compare educational systems of both countries it is necessary to have a respect to common economical situation and grow of both countries. Norway is one of the most developed countries in the world with high GNP and high quality of life and Norwegian social system matches to it especially the stress they put on education.

There is bigger interest for special secondary education. After graduating from compulsory school attendance, there are about 50% students continuing to special education. Regions are responsible for secondary schools in Norway. Quality control of education providing is made through national monitoring. There is significant decrease in interest in special secondary schools in Czech Republic. It is mainly caused by change in perception of prestige of apprentice schools that is negatively supported but demographic development.

Prestige of leaving exams branches has increased at the expense of crafts and labour schools. There is weaker population wave and that is why students are demanded at almost all secondary schools. Lowering of requirements for accepting to school is connected with “fight” for students. Special secondary schools are mainly run by regions in Czech Republic same as in Norway.

In comparison to Czech Republic there is softer system of education set – everyone can study without age limit and without entering exams. There is no marking in Norwegian primary schools that means pupils are less stressed. More than one third of students of special secondary school do not finish apprentice schools in limit and they terminate or prolong studies. Problems of Norwegian apprentice education are very similar to Czech once e.g. to high absence, bad study results, motivation shortage and passivity of students.

Lectures at Norwegian apprentice schools are run according to dual system of education. Pupils learn first two years theory and studies are finished by practical training in company.

School model that is the most common in Czech Republic provides more theoretically based education, where contacts to companies are limited. Employers participate very little on process of pupil’s decision making about future professions. There is time of shortage of professional workers and it is necessary to point that out. Secondary school Zelený pruh has already chosen similar cooperation with employers. They cooperate with companies Metrostav, Subterra, Rigips and Bosch. This project has advantages for both sides.

One of another difference is international cooperation between schools. Norwegian schools are led to internationalization and secondary schools are supported in this approach. Internationals cooperation is next part, where we should make effort at.