



COUNTRY REPORT – Czech Republic

Intellectual Output 5

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1. Preface

The European policies concerning higher education bring our attention to the less (then knowledge and skills) recognized competences the HE graduates. These are competences devoted to social and civic engagement, to playing role of a leader in social environment, recognizing and solving social problems, being able to initiate and conduct a dialogue or debate with other people in autonomous and responsible way. The HE graduate's competences achieved at universities are now frequently limited to knowledge and skills useful from cognitive and professional (labour marked oriented) point of view. The social competences and engagement of students promote intercultural approach to social issues and educating leaders for civic society being less an intentional element of the programmes.

The DASCHE Erasmus+ project: "Development, assessment and validation of social competences in higher education" [<http://dasche.eu/>] underlines the need for such HEIs activities understanding it as a realization of the mission of responsible universities and answering the idea of responsible teaching and learning. DASCHE is also aiming to get better personal developments of students including the axiological context of education which results with graduates being able to support professional ethos. The context of the DASCHE project is created mostly by the Bologna Process indicating that preparation for life as active citizens in a democratic society is one of the main purposes of higher education. Also other relevant European strategies requesting for social competences of the HE graduates are elements of the context as well as implementation of European Qualifications Framework containing the pillar "competences: autonomy and responsibility".

Developing social competences by HEIs is difficult, because they are difficult to teach, to support and even to name. They encompass a variety of learning outcomes linked to ethical, cultural, civic oriented attitudes of learners; they are often meta-competences, which cannot be seen independently from knowledge and skills. The systems of internal and external quality evaluation and assurance face the same difficulty; the ES&G for QA in EHEA do not provide sufficient guidance. The DASCHE project on the basis of about 30 case studies of various HEIs provided by 6 countries is collecting and summing up the good practices of the social competences development.

Associated partners of Dasche projects are as follows:

- The Council of Higher Education of Latvia
- University of Cologne, Germany
- The Czech Rectors Conference
- The National Representation of the Ph.D. Candidates - Poland
- The European Council of Doctoral Candidates and Junior Researchers
- The Polish Accreditation Committee
- The National Council for Science and Higher Education - Poland
- The Conference of Rectors of Academic Schools in Poland
- The Students' Parliament of the Republic of Poland
- The National Unions of Students in Europe.



The good practices are the basis for proposing a model solution concerning shaping student's social competences as well as formulating some recommendations which are to be addressed to the decision makers on institutional, national and EU level for enhancing this aspect of the responsible teaching and learning.

This country report represents DASCHE research and results in the Czech Republic. Together 5 higher education institutions took part in the research which differ each other by the mission, size, location, profile – but all of them provided examples of good practice in shaping social competences of their students.



2. National abbreviations and acronyms

ABB - Accreditation Bureau Board
ACBSP - Accreditation Council for Business Schools and Programs
AC - Accreditation Commission
CHES – Centre for Higher Education Studies
CU – Charles University
CSR – Corporate Social Responsibility
ECTS - European Credit Transfer and Accumulation System
EQF – European Qualification Framework
FHS – Faculty of Humanities, Charles University
IEB – Internal evaluation board
ICT – Internet Communication Technologies
MBA - Master of Business Administration
MEYS - Ministry of Education, Youth, and Sport (MEYS)
NAB - The National Accreditation Bureau
NQS – National Qualification System
UEM - University of Economy and Management
WBU - West Bohemia University



3. Methods applied

The Czech country report was prepared on the basis of the methodology report of DASCHE project elaborated as the intellectual output number 1 (IO1). The methodology report was prepared and consulted with all partners of the DASCHE project and all partners' countries will adopt generally the same methods of research relevant for case studies approach.

The main elements of adopted methodology are as follows:

Making choice of HE institutions and their units for case studies

Desk research of strategic national and institutional documents

Field research - individual in depth interviews with senior management staff at the HEIs

Field research – focus group Interviews or interviews with teachers

Field research – focus group Interviews with students

Consultations of findings and recommendations with external stakeholders (seminars)

The detailed explanation – see the methodology report and the section 3.1. below.

3.1. Making choice of the HEIs for case study

Based on expert knowledge, the team considered around 8 HEIs to be an object for the study. Finally, the team selected 5 HEIs of different type, mission, size, location and profile. If the HEI was organized into faculties (i.e. university as a specific type of HEI according to Czech law), we focused just on one selected faculty. It was also taken into consideration whether we could expect an interesting approach to the social competences approach issue (i.e. to identify good practice).

The first decisions were approved during and by interviews with management of selected HEIs. These interviews also gave the first suggestions what kind of social competences the researchers can find at the HEI activity which can be interesting for the DASCHE project objectives.

Looking for diversity of HEIs the team took under consideration whether the social competences are developed at selected HEI as a side-effect of regular study program or they are an effect of the intentional reflection and curriculum design of study program.

Reasons for selecting specific HEIs were as follows:

Case no 1: Faculty of Humanities of Charles University: youngest faculty in the oldest university

Considering the experience and focus of Faculty of Humanities of Charles University (FHS CU) in this field Centre for Higher Education Studies (CHES) selected FHS CU as the case HEI for pilot study. This choice has two main reasons:



-Content or subject-related: The faculty has developed liberal arts study and learning approach. The organization of study at this faculty develops autonomy, responsibility of their students.

-Methodological and practical: CHES has had strong experience with this faculty based on personal and also institutional cooperation ties. It means also relatively easy access to information.

The faculty is the part of the biggest (about 36 500 student) and oldest Czech university – Charles University. However, FHS is its youngest faculty.

Case no 2: Pedagogical Faculty of West Bohemia University: education of future teachers as a mean for spreading of social competences

We selected Pedagogical Faculty of West Bohemia University, because teachers play crucial role in whole education system. We cannot imagine that teachers could teach successfully without having social competences. We also have cooperated with academics from here on organizing international conference DisCo, which is focused on using ICT in education. West Bohemia University is middle-size university (it has about 10500 students, pedagogical faculty about 1800) and regional university.

Case no 3: University of Economy and Management, Prague (UEM): private HEI with interest into Corporate Social Responsibility (CSR)

We selected this higher education institution because it is small private non-university school. It is focused on teaching in the field of economy and management. UEM also try to use active learning methods and it strongly declares a support of the Corporate Social Responsibility concept. (see part 7.3)

Case no 4: Medical College of Nursing: professional education in healthcare

This college was selected because similarly as social competences are very crucial for teachers, we can apply similar fact for nurse and medical staff. Important fact is also that the rector of the Medical College of Nursing, doc. PhDr. Jitka Němcová, Ph.D. is the Vice-president of Czech Rectors Conference, which is project associated partner. The Medical College of Nursing is small private non-university higher education institution which is focused on higher professional education in the area of medical non-doctoral studies.

Case no 5: Faculty of Fine Arts, University of Ostrava:

When we were thinking about 5th case, we remembered that colleagues from University Ostrava, which we cooperate, presented us their unique cross faculties' concept called HR module, which we found as very interesting case. Another reason is that Ostrava is settled in East part of the Czech Republic and 2 historical "countries" Moravia and Silesia is touching there. Ostrava "was previously known as the country's "steel heart" thanks to its status as a coal-mining and metallurgical centre, but since the [Velvet Revolution](#) (the fall of communism in 1989) it has undergone radical and far-reaching changes to its economic base."¹ City Ostrava is transforming to modern multi-cultural city. The developing social competences in previously ideological communist city are very interesting and important.

¹ <https://en.wikipedia.org/wiki/Ostrava>



The following main research questions were defined:

How is the concept of social competences understood in HEI?

How is the development of social competences in study process ensured by HEIs?

These general research questions were operationalized into specific questions/topics for different respondents/informants...

Focus group questions for students:

- Why did you choose to study at university?
- What were your expectations?
- Why do you study this subject at this faculty/HEI? Did you know about this faculty before?
- What did you already learn?
- What should the learning outcomes be?
- What do you imagine under social competencies?
- Have you been taught.... (Effective communication, cooperation, flexibility, independence, lifelong learning, responsibility for future, work under stress, critical thinking, independence, leadership, active live approach)?

Interview structure – broad questions/topics for teachers:

- What do you imagine under social competencies?
- How social competences are developed at the faculty/programme level?
- How social competences are developed at the level of courses?
- What would be possible ways for developing social competences in courses?

The research was carried out (collecting data) from April 2018 to May 2019.



4. Czech Higher Education System²

4.1 Short introduction

Tertiary education is carried out by tertiary professional schools and by higher education institutions. The relatively small sector of tertiary professional schools offers professionally oriented courses (ISCED 655) in duration 3 (in some cases 3.5) years. Higher education is provided by higher education institutions, which form the main part of the tertiary education system. They offer all levels of higher education: bachelor's (ISCED 645, 655), master's (ISCED 740, 746, 747) and doctoral (ISCED 844) degree programmes. The next chapters focus on higher education 4.2 Historical development.

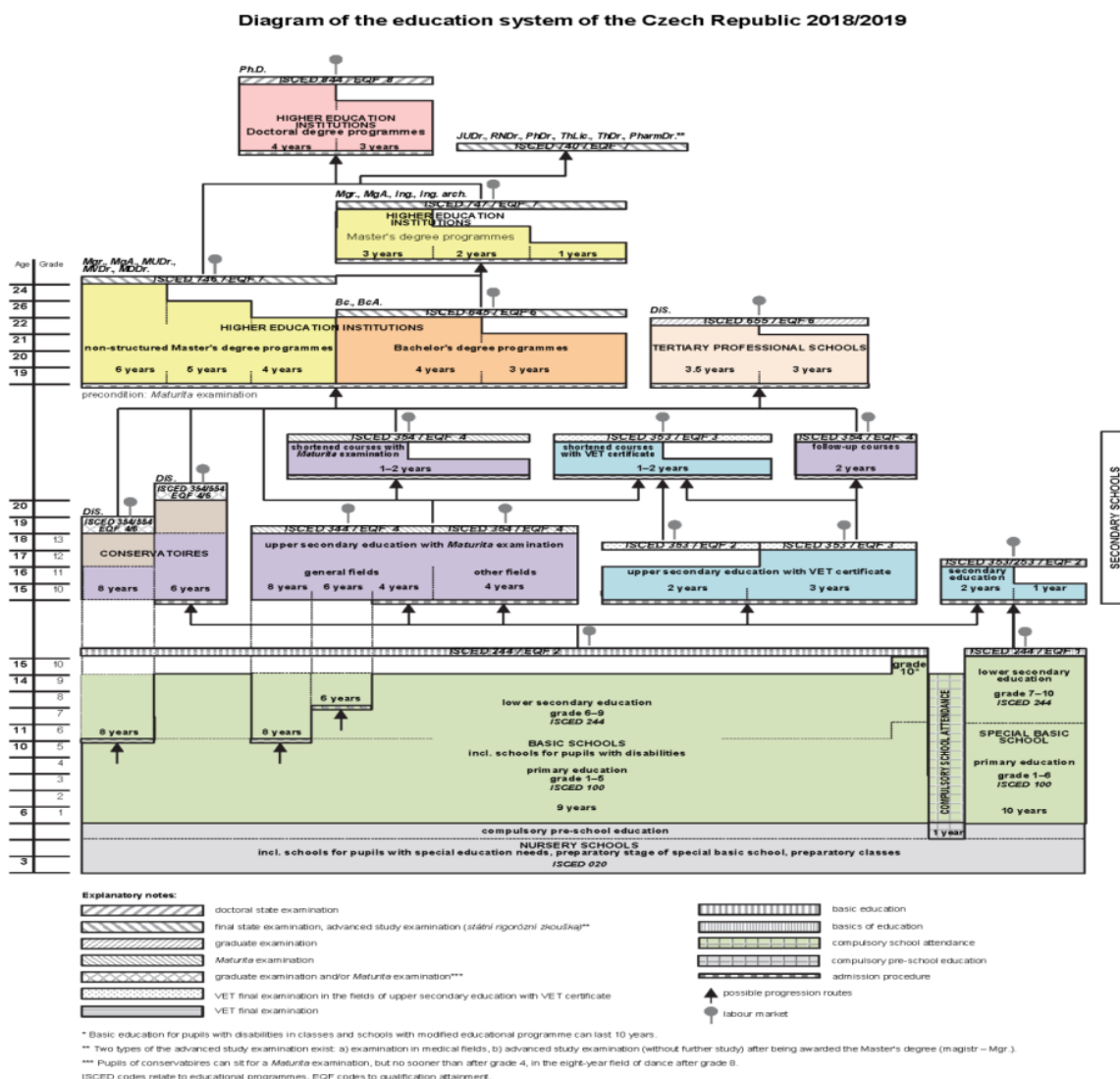


Figure 1 The Czech Education System

² The entire part is based on publication “Higher education in the Czech Republic in 2018” which was prepared by Centre for Higher Education Studies and Czech team members of DASCHE are among authors of this publication.



4.2 Historical and legislative context

The rapid development of higher education, economic changes and overall changes in society, international developments, new demands on harmonizing higher education studies within Europe, and other considerable circumstances led to the need for a new higher education act, Act No. 111/1998 Coll., on Higher Education Institutions (hereinafter “the Act”). The Act retained the positive provisions of the preceding Act No. 172/1990 Coll., while incorporating new and necessary changes to eliminate the shortcomings of the earlier law. The Act transformed state HEIs (with the exception of military and police HEIs) into a new type of legal entity: public HEIs. The most significant change was that all state property used by HEIs was transferred to the ownership of public HEIs. These institutions established boards of trustees (whose members must come from outside the HEI in question). The board’s main role is to give, in prescribed cases, a written agreement for managing an HEI’s assets. Only after this agreement the rector may dispose of the HEI’s property.

The Act also allows for the establishment of private HEIs. Public and state HEIs are established by law, whereas private ones must obtain state permission from the Ministry of Education, Youth and Sports (MEYS). The Act legalized the three-tier structure of degree programmes offered: bachelor’s, master’s, and doctoral programmes. In some fields of study, however, the older “long” master’s programmes (four to six years in duration) were preserved. New rules for accrediting degree programmes were introduced (see Chapter 3 “Quality Assurance”). The Act distinguishes between HEIs of a university type (with all types of accredited degree programmes) and HEIs of a non-university type (offering mostly bachelor’s programmes and no doctoral ones). Non-university HEIs are not divided into faculties. Both types of HEIs are expected to conduct relevant basic and/or applied research, development activities, and other creative activities. The Act also incorporated the principles of the Lisbon Recognition Convention and introduced the Diploma Supplement, which at that time could be issued upon request.

The Act is still in force today, but has been amended many times. In 2001 the structure of study programmes was brought more strictly in line with the Bologna scheme, and some amendments concerning the organization of lifelong learning courses were made. In 2006 very important changes gave greater freedom to HEIs when using public funds and introduced state-guaranteed scholarships for economically underprivileged students. Changes were also made to the provisions dealing with Diploma Supplements, which were now issued automatically and free of charge to all graduates. The 2006 amendment also clarified and specified the awarding of joint degrees, which had, however, already been possible under previous legislation. Graduates of degree programmes offered in cooperation with foreign HEIs are awarded Czech academic titles, in addition to, under certain circumstances, foreign academic titles pursuant to current national legislation in the country of the HEI involved.

An amendment to the Act made in 2016 by Act No. 137/2016 Coll. (hereinafter “the Amendment”) introduced important changes: rules for an internal quality assurance system at all HEIs were enacted and the accreditation system was modified. In addition to the previously existing accreditation of degree programmes the concept of institutional accreditation was introduced. Accreditation is no longer granted by the MEYS, but by the



newly established National Accreditation Bureau for Higher Education. (Following these changes, two government regulations were also issued. One establishes standards for programme and institutional accreditation (Government Regulation No. 274/2016 Coll., on standards for accreditation in higher education), and the other one describes in more detail the thirty-seven areas of education introduced by the Amendment (Government Regulation No. 275/2016 Coll., on fields of study in higher education).

In connection with these changes, the Amendment also specifies the competencies of academic officials and academic bodies. The Amendment also established two profiles for bachelor's and master's degree programmes: academic- and professional-track courses of study.

4.3 Classification of Czech higher education system

HEIs can be classified as public, state (military and police HEIs), or private, based on the way in which they are established. Public HEIs are established by law and are legal entities. State HEIs are also established by law; they are subordinated to the Ministry of Defence (the University of Defence) or the Ministry of the Interior (the Police Academy of the Czech Republic), which govern these HEIs like other state institutions. Private HEIs are a relatively new component of the Czech higher education system. A private HEI may be established by several types of legal entities that have applied and received state permission from the MEYS.

The Act also classifies HEIs according to the degree programmes they offer (bachelor's, master's and doctoral degrees). HEIs offering all three types of degree programmes are considered to be university-type institutions. Such HEIs are, according to the Act, required to foster "scientific, research, development, artistic, or other creative activities". Non-university HEIs mainly offer bachelor's degree programmes, although some have master's degree programmes as well. They are not allowed to offer doctoral degree programmes. Non-university HEIs must carry out research related to the level of the programmes that they offer – in practice this is usually applied research – and other developmental, artistic, and creative activities.

In the 2017/18 academic year there were twenty-six public, two state, and thirty-seven private HEIs in the Czech Republic

The difference between state and public is in the level of independency. The state HEIs are found by state and they do not have legal personality. They are managed directly by the relevant ministries (Police Academy by Ministry of Interior and University of Defence by Ministry of Defence.). Public HEIs have a big autonomy in self-management and self-regulations.

HEIs can offer accredited Bachelor's, Master's and Doctoral degree programmes, in the three modes of study: on-site, distance or a combination of these (combined studies). They can also offer degree programmes in foreign languages. The mode of studies, as well as the language of instruction, is part of the accreditation decision.



The Czech higher education system is not a binary system that distinguishes between professionally and academically oriented HEIs, as in some European countries. But as it was mentioned, the Bachelor's and Master's degree programmes can have academic or professional profile. This is applied on all higher education sectors.

The Bachelor's degree programmes have a standard length of studies of 3-4 years, with a work-load of 180 – 240 ECTS credits, and lead to the degree of “bakalář” (Bc.), in the area of the fine arts the degree “bakalář umění” (BcA.).

After graduating at Bachelor's level, students can continue their studies in Master's degree programmes. The standard length of studies of a Master's degree programme is a minimum of one year (60 ECTS credits) and a maximum of three years (180 ECTS credits). In parallel there are still traditional non-structured (long) Master's degree programmes, which do not follow on from a Bachelor's programme. Traditional long Master's degree programmes have a standard length ranging from a minimum of four years (240 ECTS credits) to a maximum of six years (360 ECTS credits).

Long Master's degree programmes are still offered in several study fields, e.g. medicine, veterinary medicine, pharmacy, law and in some other exceptions. Both long and short Master's degree programmes lead to a same degree. Graduates of Master's degree programmes are awarded the following academic degrees:

“inženýr” (Ing.) in the fields of economics, technical sciences and technologies, agriculture and forestry and in military fields of study;

“inženýr architekt” (Ing. arch.) in the field of architecture;

“doktor medicíny” (MUDr.) in the field of general medicine;

“doktor zubního lékařství” (MDDr.) in the field of dental medicine;

“doktor veterinární medicíny” (MVDr.) in the field of veterinary medicine and veterinary hygiene;

“magistr umění” (MgA) in the area of the fine arts;

Doctoral degree programmes have a standard length of studies of 3-4 years. Admission to a Doctoral programme is conditional on completion of a Master's degree programme. Doctoral programmes are aimed at scientific research and independent creative activities in the area of research or development, or independent theoretical and creative activities in the area of the fine arts. The studies are completed by the state Doctoral examination, which includes the presentation and defence of a Doctoral thesis. The thesis must contain original and published results, or results accepted for publication. Doctoral candidates have the status of students, irrespective of the mode of study. Graduates of Doctoral degree programmes are awarded the degree of “doktor” (i.e. “doctor”, abbreviated as “Ph.D.”, used after the name). Doctoral degree programmes are delivered by all HEIs of university type. Some universities express the work load in terms of ECTS credits, but most do not.

To complete the picture of the Czech system, mention should be made here of the tertiary professional schools. These institutions provide professional-oriented post-secondary

education, mostly of 3 years duration (in health programmes, the education lasts 3.5 years). These institutions have stable number of about 30 000 students. They cooperate closely with employers, and a practical placement is part of the studies. The graduates are awarded the “Diploma Specialist” (DiS). This diploma is recognized as a tertiary degree, academically lower than the Bachelor’s degree. Professionally, some of these degrees are given equal recognition to a Bachelor’s degree, e.g. in health professions covered by the EU directive. There are numerous professional schools (about 170 institutions), but most have a relatively low number of students. Some cooperate closely with HEIs and provide Bachelor’s degree programmes under the auspices of an HEI.

4.4 Students in the Czech higher education

The total number of students in higher education in 2017 reflects important demographic trend which is typical for last few years in the Czech HE system. All HEIs struggle with significant decrease of students because of smaller relevant age cohort, i.e. the smaller number of potential students who finish secondary schools. While in 2011, i.e. the year with the highest number of students in HE, i.e. almost 400 thousand students, in 2017 the number of students was about 100 thousand lower.

Nevertheless, the proportion of graduates at secondary schools who applied to higher education institution is still very high, about 80 % (years 2014/2015 to 2017/2018) (Vojtěch, Kleňha, 2018). But at the same time structural inequalities in access to higher education from different types of secondary schools preserve.

Both, public and private higher education institutions face the trend, but it has radically different intensity. Comparing years 2010 and 2017 public HEIs faced decrease of first entrance students almost 25 % while private almost 54 %. The proportion of students at private HEIs in the Czech environment stays approximately same in the period 2005 – 2017. The ratio of students who study at private HE institutions is about 10 % (+/- 2 %) in/among all HE students. There was just a short-term exception, after 10 years of their legal existence (academic year 2010/2011) when the proportion of students at private HEIs has reached more than 14 %.

There were 1,3 million of higher education graduates in the Czech Republic. The highest, about 40% share of university educated people is in Prague.³ That is over 130% more than 20 years ago. More than half of graduates are on women.

5. The national context of social competences

The social competences are very foggy hidden in Czech National Qualification Framework system. „The National Qualifications System represents the qualifications system in the Czech Republic; it is controlled by the government under the Act on the Recognition of

³ <https://www.czso.cz/csu/czso/vysokoskolaku-rapidne-pribyva>



Further Education Results (Act No. 179/2006 Coll.). The National Qualifications System includes all bachelor's, master's and doctoral degree programmes under the Higher Education Act, as well as accredited education programmes at tertiary vocational schools in compliance with the Education Act.“ (Nantl, Černíkovský 2010: 22). A framework for qualifications (National Qualifications System) awarded under the act 179/2006 Sb. was developed in 2005 and approved by the Ministry of Education in January 2010.^[1]

The level descriptors of the National Qualifications System were developed in close connection with the eight levels of the EQF. They describe the activities required at each level for employment. Despite formal differences – the NQS descriptors are not divided into three categories knowledge, skills and competences.

„Although the concept of qualification is one of the commonly used terms in tertiary education, no clear legal definition of this term has been used yet There are very few references to this term in the applicable Higher Education Act (Act No. 111/1998 Coll.); moreover, it is mentioned in various contexts, without providing a precise definition.“ (Nantl, Černíkovský 2010: 22)

The actual content of descriptors is made up by defining the nature of expected knowledge, skills and general competencies that graduates of individual programmes of study under tertiary education are to demonstrate in order to gain a corresponding qualification. The selection and the definition of three categories under which the descriptors are developed correspond to the need to serve the perspectives applied in the QF - EHEA and the EQF - LLL. While the QF-EHEA includes five descriptor categories (knowledge and understanding, use of knowledge and understanding, the ability to make judgements, communicate, and continue with further education), EQF-LLL is broken down into three categories (knowledge, skills and general competencies). For the purpose of its descriptors, the Czech Qualifications Framework adopted the breakdown into specialist knowledge and skills, which are expected to be further specified in descriptors of individual subject areas (There are 39 areas). as well as descriptors of general competence representing the expected degree of independence and responsibility of graduates at a given qualification level, this is common for all subject areas. Descriptors of **general competencies** include the ability to make judgements, communicate and continue with further education; however, the lines between these sub-categories are less clear-cut. (Nantl, Černíkovský 2010: 32)

General competencies mean the ability to apply knowledge and skills in a particular context with a certain degree of independence and responsibility and have capacity to

- make judgments
- communicate
- continue with further education.

The ability to apply knowledge and skills in a particular context with a certain degree of independence and responsibility

6 EQF level in Czech context: act independently and responsibly in somewhat unfamiliar contexts when given general instructions - coordinate the activities of a team and take responsibility for the results, while following general instructions and working with the resources assigned - **consider the ethical aspects of problems they are dealing with** -



convey information on the nature of specialist problems and their views to specialist and non-specialist audiences in an intelligible and convincing fashion - sum up the expert views of other team members in an intelligible fashion - communicate in at least one foreign language in areas touching on their specialist knowledge, skills and competencies - work independently in order to acquire further specialist knowledge, skills and competencies, particularly on the basis of practical experience and its evaluation, but also through independent study of theoretical knowledge in the discipline.

We can compare it with **National System of Qualifications for level 6:**

- Identify social, economic and environmental aspects of any problems which arise
- Carry out selected procedures, with modifications depending on conditions and requirements including taking into account social, economic, and ecological considerations
- Present his or her work, products or services and justify them in the face of criticism, discuss problems and find solutions, communicate effectively and present convincing arguments

7 EQF level in Czech context: act **independently** and **responsibly** in unfamiliar or changing contexts or in a situation that is changing in a fundamental way, **while taking into account the broader social implications of the relevant actions** - issue instructions for specialist activities, coordinate these activities and take final responsibility for the results, while bearing in mind the changing situation and available resources - **deal independently with ethical problems** - **present their professional views to specialist and non-specialist audiences in an intelligible and convincing fashion** - communicate in at least one foreign language in areas touching on their specialist knowledge, skills and competencies - draw on theoretical knowledge in the discipline in order to plan, support and manage the acquisition of further specialist knowledge, skills and competencies by the other members of a team.

We can compare it with **National System of Qualifications for level 7:**

- Identify social, economic and environmental aspects of any problems which arise
- Carry out selected procedures, with modifications depending on conditions and requirements including taking into account social, economic, and ecological considerations
- Lead discussions of complicated problems and find solution, communicate effectively and present convincing arguments

8 EGF level in Czech context: evaluate new knowledge and ideas, taking into account the long-term social implications of their use - plan extensive activities of a creative nature and acquire and plan resources for carrying them out - deal independently with complicated ethical problems when carrying out creative activities or drawing on their results - inform other members of the academic community at the international level, as well as non-specialist audiences, about their findings in an intelligible and convincing fashion - communicate in at least one foreign language in areas touching on their specialist knowledge, skills and competencies - acquire new specialist knowledge, skills and



competencies through their own creative activities and influence the conditions and contexts for the education of others.

We can finish this chapter with quotations from Strategic Framework Czech Republic 2030. We can see that on government level is emphasis also development of social competences.

“**The meaning of education** must not be narrowed to preparation of the workforce for the job market, or more specifically for the needs of employers which are evident at the time. The objective of education in the 21st century must be to **develop competences for the whole active civil, professional and personal life** (such as, for example, *civic participation, initiative, creativity, communication, cooperation during conflict resolution*, behaviour in a crisis and other “soft” skills). Education must focus on the development of life-long competences necessary for taking the path of sustainable development. The content of education must emphasise the aspect of *transdisciplinary*, i.e. the interconnection of various fields and areas of human activity—understanding the mutual interconnectedness of processes social and natural, local and global, past and future, with the objective of accepting responsibility for creating the world we live in. In order to achieve that, we need to cultivate diversity of active and participative educational approaches and methods. On the contrary, it is necessary to reduce the large amount of facts which we learn but which prevent creativity and deeper knowledge of topics taught. That is the only way to achieve the lifestyle transformation towards preference of **sustainable consumption** which is crucial for environmental sustainability and transformation of the economic system towards lower material demand; it is the only way to support environmental protection and social cohesion so that we are all able to be involved and live with dignity.” (Karnikova, 2017: 137, bold and emphasis by CHES)

“**Universities** should continue to fulfil their irreplaceable role in society by developing their four basic and equally significant functions. Firstly, their importance as autonomous and independent centres of new knowledge and innovations those bring benefits to the whole of society in the form of new information, products and services. Secondly, their importance as centres of education where knowledge, wisdom and type of thinking are passed on to people and enable personal development. Thirdly, as institutions preparing highly qualified experts for the world of work. And **finally, they are important as spaces for the development of active citizenship considered necessary for the further functioning of democratic society**. The role of university education continues to expand by society becoming increasingly complex and interwoven and by the growing role of modern technologies as well as the necessity to manage very complex learning. Universities must be able to respond to major changes in society; however, they must not do so at the expense of autonomy and academic freedom.” (Karnikova, 2017: 139)



6. Evaluation of social competences in internal and external QA systems

6.1 The root of Czech QA systems

The main reasons for emphasizing quality in Czech higher education are the gradually increasing numbers of higher education students (including adult students), the diversity of study programme offered by HEIs with different profiles, and the increasing demands of the state on the responsibility of HEIs due to their traditional autonomy and claims for public funding. Other factors have contributed to the need for quality assurance in higher education: the decentralization of decision making processes, the internationalization of higher education (including the recognition of qualifications/parts of studies), and the need for higher education to be relevant to the current situation on the labour market (including cooperation with industry). (Šebková, Munsterová, 2005; Santiago et al., 2008).

In the Czech Republic, quality assurance was implemented as an obligatory tool administered by state established accreditation agencies (Šebková, 2009).

The accreditation of degree programmes was introduced by the – Act No.111/1998 Coll., on Higher Education Institutions (hereinafter the “Act”) after the formative, post-revolutionary period of the 1990s. This act also established the competencies and powers of the Accreditation Commission (AC), the agency responsible for quality assurance. HEIs could offer degree programmes and award academic titles only if the programmes were accredited by the Ministry of Education, Youth, and Sport (MEYS). MEYS was bound to the expert opinion of the AC; if the AC’s opinion was negative, accreditation should not be awarded. In addition to its accreditation work, the AC also evaluated activities that had been accredited and expressed its views on proposals for the establishment of private HEIs (which was linked to the accreditation of at least one degree programme) and on the establishment, merger, and division of HEI faculties. According to available analyses, between 1999 and 2009 the success rate for getting a degree programme accredited was 93 % (this figure includes the reaccreditation of programmes whose original accreditation had expired; Kohoutek, 2011).

The mentioned act required HEIs to carry out periodic internal evaluations of their activities and to publish the results. This simply formulated duty left HEIs a great deal of freedom in how to create internal evaluation systems and in how to use the evaluation results. The obligation to disclose evaluation results differed from common international practice, in which the results of internal evaluations are the property of HEIs, which, at their own discretion, may or may not publish them (Santiago, 2008).

6.2 A new quality assurance system

Ensuring the quality of all activities conducted by Czech HEIs is one of the basic priorities of strategic and conceptual materials produced both at the national level and within HEIs themselves. Such documents include the Strategic Plan for the Scholarly, Scientific, Research, Development and Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2016–2020, elaborated and updated yearly by MEYS. This document reflects national as well as international experience with quality assurance and higher education development, and among other things, emphasizes the quality of higher education as a crucial and permanent priority (as expressed in the Bologna Process, European Commission documents such as the Europe 2020 strategy, the Education and Training 2020 framework, OECD documents and publications including the “Country Note for the Czech Republic” produced by OECD experts for the Czech government in 2006, findings and recommendations of national individual projects supported by Structural Funds, etc.). We can quote from the strategic plan’s first priority related to quality assurance: „HE institutions will play a crucial role in ensuring the quality of their activities... They will set and adhere to high quality standards in all their activities, including the requirements for the quality of creative outputs and for **knowledge, skills and competencies of the graduates of study programmes**“(MEYS, 2015, bold by authors).

The relatively large amendment to the Act came into force in September 2016 after a long-lasting debate between the academic community, the government, and other stakeholders.

The amendment specified two objectives:

- to modify the rules for the accreditation of degree programmes and to introduce institutional accreditation that makes the system more efficient,
- to adjust the status and competencies of the National Accreditation Bureau and to define its relationship to the government and MEYS. The amendment also aimed to modify internal quality assurance systems, because well-functioning systems were a condition for being granted institutional accreditation. As a result, the amendment of 2016 (hereinafter the “Amended Act”) retained some provisions of the earlier act that had a positive effect but also introduced substantive changes as explained further.

The amendment also aimed to modify internal quality assurance systems, because well-functioning systems were a condition for being granted institutional accreditation.

As a result, the amendment of 2016 (hereinafter the “Amended Act”) retained some provisions of the earlier act that had a positive effect but also introduced substantive changes as explained further.

The National Accreditation Bureau (NAB) was established by the Amended Act. The executive body of the NAB is the Accreditation Bureau Board (ABB) consisting of fifteen government-appointed members, drawn from educational and research institutions, professional associations, central state administration offices, and other important entities; it



also includes students. The Amended Act stipulates in detail the procedures for appointing and dismissing ABB members.

The NAB has some important powers and responsibilities that its predecessor, the AC, did not. They can be summarized as follows:

The NAB has the right to decide on the granting (or not) of accreditation related to institutional accreditation and on the accreditation of degree programmes (In the past, the former AC issued an expert opinion, but MEYS had the right to decide on granting accreditation.)

In addition to applying for accreditation of degree programmes, which was the procedure by previous legislation (according to which degree programmes had to be accredited), an HEI can apply for institutional accreditation valid for one or more fields of study. Institutional accreditation authorizes an HEI to create and implement certain types of degree programmes (bachelor's, master's, doctoral's) in the relevant field of study (Government Regulation No. 274/2016, Coll.). The institutional accreditation procedure is very demanding. An HEI should demonstrate the ability to meet all required conditions stipulated by the Amended Act and detailed in standards for accreditation established in Government Regulation No. 274/2016 Coll. Institutional accreditation is granted for a period of ten years (although as stipulated by Section 81b of the Amended Act a shorter accreditation period may be granted if any shortcomings are determined); while accreditation is still valid, an HEI can apply for an extension. Solutions to potential problems and resolutions for specific situations are also prescribed by the Amended Act.

The Amended Act newly establishes two profiles for degree programmes: academic- and professional-track programmes. The accreditation standards for each of the two profiles differ. As mentioned above the general standards applicable to both profiles are described by the Amended Act, whereas details are set by the Government Regulation.

A completely new situation has arisen in the area of internal quality assurance, which is primarily a result of the introduction of institutional accreditation. The intention is to encourage HEIs to build well-functioning internal quality assurance systems that will ensure the quality of all activities offered and the quality of the degree programmes to be created and implemented by HEIs after being granted institutional accreditation. The Amended Act requires an HEI to establish and maintain an internal quality assurance system, but, unlike in the past, this system must be complemented by a mission and strategy clearly defined by the HEI; by defined responsibilities of staff and internal authorities involved in the system's operation; by financial, personal, and information resources for educational activities and other related activities; and by cooperation with external partners. It also requires an HEI to develop standards and procedures for internal evaluation, corrective and preventive measures, and improvement measures, and to process and store internal documents and records related to quality assurance. In the framework of internal quality evaluation, it is necessary, in accordance with the Amended Act, to apply the established standards and procedures, and to regularly (at least once every five years) produce a report on the internal evaluation describing achieved outputs and measures implemented to limit and remove potential deficiencies. This report should be updated annually and made available to the bodies of the HEI and its components, the NAB, and MEYS. As a part of the application for



both programme and institutional accreditation, an HEI is required to submit a self-evaluation report that describes and evaluates the fulfilment of the requirements arising from the relevant standards. In the case of an application for institutional accreditation, an HEI must also present evidence that the financial and material support of all activities, including HEI development, will be ensured.

In connection with the changes related to internal quality assurance, the Amended Act introduces a new type of official academic body, the internal evaluation board (IEB). The IEB's authority can be executed by the scientific board of an HEI that does not have institutional accreditation. IEB members are appointed by the rector based on the procedure laid out in the Amended Act. The Amended Act also establishes the IEB's rights and responsibilities as follows:

- Approving draft rules for the internal quality assurance system;
- Managing the internal quality evaluation of all HEI activities;
- Writing a report on the internal quality evaluation (see above);
- Keeping records related to the internal quality evaluation of all the HEI activities;
- Performing other activities to the extent stipulated by the HEI's Statute.

In private HEIs, the role of the IEB is filled by a body that is established in accordance with the HEI's legal form, or a body whose competencies correspond with the scientific boards of public HEIs.

In contrast with the permanent working groups of the former AC, the NAB's evaluation committees are set up ad hoc to prepare the background documents for individual accreditation applications and for individual external evaluations of HEIs; one committee member must be a student. The NAB's statute describes in detail the composition of evaluation committees and their work.

Another new change is the introduction of evaluator training. Training is organized by the NAB (a PowerPoint presentation is available on the NAB website), including special training focused on student evaluators, supplemented by publicly available guidelines and conceptual materials.

6.3 Social competence(s) in Czech higher education quality assurance

Based on this analysis, it is not surprising that social competences do obviously not play an explicit role within the accreditation processes of Czech higher education institutions. Nevertheless, they appear in several documents, albeit at the abstract level of strategy development.

These basic criteria for accreditation of study programs are oriented in qualification goals, which include both professional and interdisciplinary aspects, the publication and scientific title of grant of programme, courses and teachers. The didactic methods are underestimated, more focus on them are in combined ("part time) studies.

The resolution of the accreditation committee fixes the qualification goals as follows: scientific or artistic aptitude, ability to take up qualified employment.

7. Social competences – case studies of chosen higher education institutions

7.1 The case of Faculty of Humanities, Charles University

7.1.1. Description of Faculty of Humanities

Originally founded as the Institute for Liberal Education of Charles University in 1994, the Faculty of Humanities (FHS) Charles University gained full academic autonomy in 2000 and it is in fact the youngest faculty at Charles University. FHS was established to provide study programmes at the Bachelor's, Master's and Ph.D. levels previously not available at the University. Its main research and academic focus is within Humanities, and Social and Cultural Anthropology. Located in a new, award-winning campus-like facility of Charles University in the Prague district of Jinonice, the school has 200 faculty members and approximately 2,600 students⁴. Generally it is possible to say that the formation of social competences is provided by the style of education at the faculty.

A pioneer since its inception, the Faculty was among the first at Charles University to adopt the Bologna Accords. In addition, it utilizes advances in e-learning and academic tracking technologies to allow distance learning for both traditional and non-traditional students, increased student-teacher communication, through web courses⁵.

Under the leadership of Dean *Professor Jan Sokol, Ph.D.*, the former education minister and nominated candidate for the presidency of the Czech Republic in 2003, the school has developed several progressive programs. The foundation of its developments is the Bachelor's Programme in Liberal Arts and Humanities, which offers students unprecedented individual choice in course selection, in both the theoretical and applied arts of philosophy, history, the social sciences, and languages⁶. This programme teaches students to be responsible for freedom and it is inspired by the Western approach toward education of liberal arts.

7.1.2. Methodology of the case study

Methods applied in the pilot study in FHS CU were conducted in the period from April to December 2018.

⁴ <https://fhs.cuni.cz/FHSENG-311.html>

⁵ <https://fhs.cuni.cz/FHSENG-311.html>

⁶ Inspiration for the Faculty's original focus was from the Anglo-Saxon HE environment which has no tradition in the Czech Republic at all.



The aim of the pilot study: To explore what is the understanding of the concept of social competences and how its acquisition is integrated into the study process of the FHS CU (learning outcomes, teaching and learning methods, quality assessment system).

The following research questions were defined:

- How is the concept of social competences conceptualized at FHS CU?
- How does FHS CU implement the acquisition of social competences in the study process?
- In order to achieve the set goal, the succeeding tasks were formulated:
- To study literature and sources on understanding of the concept of social competences and implementation of its acquisition in higher education.
- To explore the internal and external regulatory acts those conceptually mention the need for acquisition of social competences.
- To explore the views of students regarding the acquisition of social competences in the study process.
- To explore the views of teachers regarding the acquisition of social competences in the study process.

The research methods used:

focus group discussion;

semi-structured interviews.

desk-top research of relevant documents

Study base: The pilot study focused on Bachelor's Programme in Liberal Arts and Humanities .FHS CU academic staff (3), undergraduate students (6). We had 3 face to face interviews with teachers and 2 focus groups with the second year students of this programme. We also used as a support source interviews with one teacher and vice-dean of education published on the faculty website, the texts published by teachers of this faculty. These interviews were closely connected the issue of social competences as well as with focus and mission of faculty.

7.1.3. Reasons for selecting FHS CU

Within the framework of the Erasmus+ Programme project "Development, assessment and validation of social competences in higher education (DASCHE)" a pilot study was carried out on the formation and assessment of social competences in one higher education institution to evaluate the situation in the member states and to develop methodology for the study. Considering the experience and focus of Faculty of Humanities of Charles University (FHS CU) in this field Centre for Higher Education Studies (CHES) selected FHS CU as the case HEI for pilot study. This choice has two main reasons:

Content or subject-related. The faculty has developed liberal arts study and learning approach. The organization of study at this faculty develops autonomy, responsibility of their students.

Methodological and practical CHES has had strong experienced with this faculty based on personal and also institutional cooperation ties. It means also relatively easy access to information.

7.1.4. Findings

Findings from strategic/official documents and other presentation materials

The faculty offers to bachelor as well as master students' multi-disciplinary approach of study.

The social competences as term are not explicitly named in the official faculty's documents. However, we can find in the long term strategy some hints about social competences.

One of the faculty priorities is: Ensure that graduates of the study programs, along with a deep theoretical basis, acquire other *knowledge and competences that will not only benefit them in their professional career but also benefit their lives.*⁷

We can find in the profile of bachelor graduate great emphasis on developing self-sufficiency, responsibility and creative work that will enable graduates effective further education and flexible adaptation to changing labour market demands. Even there is primary focus on labour market we can find out from interviews with teachers and students that they see learning process at the faculty in the broader perspective, i.e. not just as preparation for labour market, but also for future lives and needs of democratic society. The study programme prepares graduates with broad cross-disciplinary knowledge and competences. These seem to be rather a solid base or for future work specialization or/and better it would enable searching of students individual direction in life. The students have to read during their studies a lot of scholastic texts, understanding position of authors and their historical-sociological context. It is also for bachelor students obligatory to translate 50 pages of scholarly text from foreign language to Czech.

Findings from interviews with teachers

Many teachers of FHS CU see the role of university as multi-directional. They do not see the university as primarily the environment for the production of science, but as a semi-public space that serves education, for young girls and boys. One of the senior teachers Libor Prudký⁸ speaks about so called 4th role of universities, which he means developing the values of students and he also emphasize the role of teacher as (good) examples for students.

He said: *University students of the present studies are in the so-called sensitized phase of socialization development, when their value structures are shaped, especially those that concern their future functioning as citizens and full-fledged personalities. Given that this role of higher education institutions – i.e. their importance for the personality development of students, in fact their educational role - is nowhere represented in the current documents on*

⁷ The Faculty Strategy 2015-2020

⁸ <https://www.csvs.cz/blog/2018/07/uloha-vs/>



universities, the question is whether higher education institutions act as supporters or, conversely, the barriers to the development of quality of life in this company(society).⁹

In other words speaks about that Ivan Rynda: *"However, the primary, and nowadays often (besides the personal career path), the ultimate goal must not be lonely writing meaningful texts. On the contrary! The first task of the teacher is to create an environment, a communication environment. "Communicating" does not mean talking together: Latin communication means **"to share something together, to do something in common."**¹⁰*

Rynda continues in the interview: *"It's not about paying attention - the aim is to learn to pay attention to the other. By listening carefully to another, in repeated and repeated evaluations of information, knowledge, opinions, and attitudes, what is (what, often without any thought of substance) we call **critical thinking.**"¹¹*

Vice-dean for education Richard Zika sees as the main benefit of Liberal Arts, *"that students learn to notice what is important in the world around them and to think about it properly."¹²* We see again that critical thinking is mentioned as important learning outcomes of faculty graduates.

Karel Müller, who belongs also to the senior teachers: *"We teach humanities here, this education should be a tool **that enables a person to orient himself in society to gain the competence of a ...)** modern person, that is, to be able to face the various interpretations, pressures, the information noise that surrounds him, **he could process it to understand these things and use them as the source of their intent.** I think this is an important segment of education."¹³*

Teachers also see as autonomy, time management and responsibility as strong competences which students learn during their studies at FHS CU, not because of the content but how the study process is designed. However, these outcomes are not touching each student and there is a risk that some students can be untouched by these competences. They also think emphasis on autonomy, responsibility and time management is also connected with the lowest unemployment rate of students from all Charles University s faculties.

Teachers see as **barrier** accreditation process and scientific trend to narrow specialization which limited development of interdisciplinary approach. However, faculty prepares new multidisciplinary approach as Introduction to Social Science and Introduction to Humanities. These subjects should show to student connection of different social science/humanities disciplines. They think that development of social competences depends on personality of teacher or as well as it can be a part of specific courses (e.g. management, psychology, sociology). They see as a problem that labour market accreditation approach forgets on broader and deeper role of education, that education should not be just a preparation for

⁹ <https://www.csvs.cz/blog/2018/07/uloha-vs/>

¹⁰ <https://fhs.cuni.cz/FHS-1968.html>

¹¹ <https://fhs.cuni.cz/FHS-1968.html>

¹² <https://fhs.cuni.cz/FHS-1846.html>),

¹³ <https://fhs.cuni.cz/FHS-1346.html>



labour market, but also for live in democratic society. They see as hard to measuring these so called soft-skills.

FHS also supports the non-school activities of students as faculty ball and different kinds of summer schools or seminars, which also develops social competences from teacher's perspective.

Findings from focus groups with students

Students see as very strong positive that FHS CU learns them to be flexible, responsible and to know time management. The structure of study (liberal arts) helps them to part-time work and to develop also the competence necessary for labour market through work experience. They have to choose their set of courses and have relatively strong freedom; however there are some subjects and exams which students have to fulfil. They also very appreciated multi-disciplinary approach, they seen it as challenge and as supporting for the development of the critical thinking.

Students have to visit seminars, where they deeply read scholarly texts, they appreciate that these practices developed their ability to reading text and the art of interpretation. They compare study at secondary schools with study at FHS and they see that they learn to understand much complex and deeper compare to simplify learning at secondary school.

They think that study at FHS CU helps them to be able work under stress and ability to communicate their ideas and see things from different perspective. They have possible also to visit course, which is focused on effective communication in partnerships communication, how to be self-reflective and how to listen to others.

They also learn how to understand other people, how to be emphatic. Students also named as example of development of effective communication – testing by group exam in discussion – colloquium). They also see that study at FHS CU learn them to work with information and they see it very beneficial in personal and also work life. They see themselves as self-reflective. They also discuss in some course the influence of our behaviour on future. Students learn team works since exchanging information about study at Facebook.

7.1.5. Conclusions

FHS CU declares that develop competences of their students not just for work, but also for life. The students and teachers confirm that many social competences are developed during the study; however the structural approach at faculty level is missing. The very important is personality of teachers. Many courses are focused on developed on social competences. We can also say that liberal arts approach develops student's flexibility, responsibility and time management. The students can choose from broad spectrum of course, which some of them are strongly focused on development of social competences, however some students can sail through study without strong development of social competences. We can also say that without development of critical thinking is very difficult to finish the school



7.1.6. Recommendations

Institutional level:

- for the FHS CU and also other institutions: the structural approach for developed social competences should be very beneficial
- The FHS CU should continue in stronger development of inter-disciplinary courses. Interdisciplinary is also higher education (Becker et al 2018)
- FHS CU should strengthen team work

National level:

- to open debate on needs and ways of social competences development by HEIs
- to open debate about development of active learning methods
- to more focus on quality of teaching
- to support interdisciplinary approach, programmes and courses

EHEA level:

- to open debate on needs and ways of social competences development by HEIs
- to strengthen the role of development social competences in Bologna Process,
- to open European programs/project supporting the process,
- to undertake promotion of social competences by dissemination of best practices

7.2. Faculty of Education of West Bohemia University

7.2.1. Description Faculty of Education

The Faculty of Education provides courses in bachelor, follow-up master, master and doctoral programmes of various types, most of them aimed at acquiring a teaching qualification. It offers a wide choice of programmes in Lifelong Learning focusing mainly on further education of teachers. It prepares young people for their profession. It encourages research and development work, as well as international cooperation among students and teachers, especially within the EU.

Faculty graduates gain qualification for working as kindergarten teachers, or teachers at primary and secondary schools. Faculty offers the opportunity of three-year non-teaching bachelor programmes in Physical Training and Sport, Natural Science Studies, Historical Studies, and Specialization in Pedagogy. Over 1800 students study at the faculty.

7.2.2 Methodology of the case study

We did we research on Faculty of Education of University of West Bohemia, from January to May 2019. We did interviews with 3 teachers and focus group with 4 students (1 from Faculty of Law).



The aim of the study: To explore what is the understanding of the concept of social competences and how its acquisition is integrated into the study process of the Faculty of Education (learning outcomes, teaching and learning methods, quality assessment system).

The following research questions were defined:

- How is the concept of social competences conceptualized at Faculty of Education?
- How does Faculty of Education implement the acquisition of social competences in the study process?
- In order to achieve the set goal, the succeeding tasks were formulated:
- To explore the internal and external regulatory acts those conceptually mention the need for acquisition of social competences.
- To explore the views of students regarding the acquisition of social competences in the study process.
- To explore the views of teachers regarding the acquisition of social competences in the study process.

7.2.3 Reasons for selecting Faculty of Education

We chose this faculty because teachers should be developed social competences on lower levels of educational system. We thought that would be possible to find good examples of praxis of development of social competencies at this faculty. We also have known that colleagues from Faculty of Education are using modern technologies in education. The third reason was that Faculty of Education, West Bohemia University is the smallest Faculty of Education in the Czech Republic.

The curriculum of pedagogical programmes should be strongly connected with National Frameworks for pre-primary, primary and secondary education. There are 5 areas of competences for pre-primary education (learning competences, solving problems, communication competences, social and personal competences, active and civic competences), 6 areas for primary education (learning competences, solving problems, communication competences, social and personal competences, civic competences and working competences). Students at secondary education should achieved similar competences, but on higher level as student at primary education.¹⁴

7.2.4. Findings

Findings from strategic/official documents

We can find in the West Bohemia University Strategy Report 2016-2020, that the aim of the university in year 2020 is to more used educational methods which supporting the development of general skills of graduates which are formulated in the National Qualification Framework. The university in addition to traditional academic skills should also focus on

¹⁴ <http://www.nuv.cz/t/rvp>

development of transferable student competencies, e.g. ability to communicate effectively, solve problems and be creative, independently learn, work in a team, master modern technology, information literacy, etc.¹⁵

University has newly ethical codex, however awareness to codex existence is not big yet.

Newly has faculty a project Virtual Classroom (Duffek et al 2019). Vejvodova (2016) shows how students developed team work in LMS Moodle.

Virtual classroom is an application based on the Unity 3D engine. The user puts on 3D glasses, and finds himself/herself in a virtual primary school model where several pupils can sit on the seats to interact with. There is also a virtual whiteboard in the classroom, where the user can write notes, and a map with a pointer. The application is used during the teaching of didactics for pre-service geography teachers, where expansion to other disciplines is expected. In the pilot study, there were 10 students of the 1st year of Geography Teaching, whose task was to present a short explanation in a virtual classroom, focused on selected critical points of the geography curriculum. First, the students tried working in a virtual classroom (presented themselves and a geographic theme), provided basic feedback, and were given a virtual session at lower secondary school level. In their next class, they presented a pre-prepared theme in a virtual classroom, received feedback from teachers and other students who evaluated their performance according to a single evaluation form, and reflected the work in virtual classroom. During the last stage of the project work, where the students taught the same topic again and tried to give a better performance, reflecting comments from the previous level. (Duffek et al 2019)

Findings from interviews with teachers

The social competences are involved in different courses; however strategic approach on the level of faculty is missing.

University solves social competences in the different activities. The critical thinking, solving problem, creativity are involved in the general pedagogy and subject didactics. Some social competences are learned e.g. in courses, which are focused on reflection of teaching, students learn through watching recorded situation, where children learn selected social competences. The faculty also supports lifelong learning, especially because of dynamic development of new technical learning tools. Students are encouraged to follow educational portals and sites. Students have to be able to use information technology in education. The responsibility for future is implicit part of many courses. Students learn team work through tandem teachings, it is also supported cooperation student from different subjects together (e.g. history and Czech language). The students learn to solve problem through inquiry-based learning. Students discuss ethical issues, e.g. problems of author law in different courses. The students visit obligatory courses Rhetoric, Cultural of Language Performance,

¹⁵ https://old.zcu.cz/export/sites/zcu/pracoviste/str/strategicke-dokumenty/dlouhodoby-zamer-2016-2020/1_Dlouhodoby_zamer_ZCU_2016-2020.pdf

Personal Development, where they learn how to communicate. The students develop social competences through playing different social roles.

University supports learning people with special educational needs and these students are normal part of student's life.

Students can give some credit as part of optional course for some voluntary activity such as leading some course for children etc.

Michal Dubec, faculty lecture, has also video course about effective communication.¹⁶

Findings from interviews with students

Students appreciate a course of Personal and Social Development. They also see as positive is if some departments organize team building activities.

Students see as way of development of social competences participation in association of clubs (e.g. AISEC, Opened). They guess that participation in the association should be recognized. They suggest obtaining some credits from the group of voluntary subjects for active participation in these association or clubs. (50% min of curricula is obligatory, 25% min could be voluntary obligatory and 25 max could be voluntary by order of Czech National accreditation bureau).

Students criticize when they just need to memorise the content and just repeating the content of books and when the examination (assessment) has just form of the test with choices (a, b, c), which happened is some courses. They also see development of soft skills as underestimated in obligatory and obligatory voluntary courses. Students are also critical to teaching of some professor.¹⁷ However, because they are professor, the faculty needs them for accreditation and there is no press on their quality of teaching.

However in portfolio of their course, their mentioned course as Communication before group (rhetoric). The effective communication is part of some psychological courses. Students learn how to be assertive and how to communicate with other people. Students have possibility also to choose multicultural education. They see as strong experience when students from Kazakhstan gave them lecture in the different middle-Asia languages.

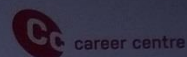
Students have also possibility to participate in lifelong learning lectures which develop social competences. Below you can see poster which invites students to the workshop of critical thinking. Students mentioned that they have to find much information by themselves and that this leads them to be independent. They use metaphor to be *thrown to the water*, when they

¹⁶ <https://www.seduo.cz/komunikace-s-lidmi-v-souladu-s-fungovanim-mozku>

¹⁷ When somebody achieved the degree of professor in Czech Republic, s/he has the title till her/his death. The professorship is not connected with place at HEI, but with the person and the NAU commissions focus attribute great values if the guarantor of the programme and the key courses has professor or docent degree.



describing the beginning of their studies and when they compare it with secondary school. However, this situation also learned them to cooperate (similar spoke student of FHS CU) and they guess if they have to solve this problem just her/himself, it would be “mission impossible”. However, they see this development from the school perspective as unintentional.



UVAŽUJ JAKO IRON MAN!

Kritické myšlení podle Tonyho Starka

Jan Mojžíš



Na workshopu kritického myšlení se naučíš, jak vyhodnocovat kvalitu informací. Z jakých zdrojů je dobré čerpat. Jak nepodlehout fakenews. Jak zkvalitňovat své názory a opouštět ty zastaralé. A v neposlední řadě, jak se rozhodovat správně a rychle jako Iron man.

5. 3. 2019 | 15:00 – 18:00 | ~~UK617~~ UL 601



EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
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MLÁDEŽE A TĚLOVÝCHOVY

1

Figure 2 The poster which invites students to workshop of critical thinking: Think as Iron Man.



7.2.6. Recommendations

Institutional level:

- Structural approach for developed social competences should be very beneficial
- Students should know university ethical codex
- The development of social competences should be more incorporated to the core courses.
- The students can learn to the tolerance to difference when they have experience with people from different culture or environment.
- The experiential education can very good develop social competences
- To more focus on quality of teaching, not just on scientific work of teachers

National level:

- to open debate on needs and ways of social competences development by HEIs
- to open debate about development of active learning methods
- to support experimental education
- to more focus on quality of teaching
- to support interdisciplinary approach, programmes and courses
- to associated title professor and associated professor (docent) with position (similarly as in Anglo-Saxon countries)
- Offering ECTS for voluntary activities, for example involvement in running student organisations or community/charity work. (Loukola and Dakovic, 2017)

EHEA level:

- to open debate on needs and ways of social competences development by HEIs
- to strengthen the role of development social competences in Bologna Process,
- to open European programs/project supporting the process,
- to undertake promotion of social competences by dissemination of best practices

7.3. University of Economy and Management, Prague (UEM)

7.3.1. Description UEM

UEM is small private higher education institution, which is settled in Prague. University of Economy and Management realizes study programs in economic and social fields since 1996 and about 1900 students study in these programmes currently. Namely, it realizes study programmes in Human Resources, Finance, Marketing, Advertising, Economics, Economic Policy, Law, Management, International Relations, Business and Organizational Culture, Psychology, Sociology, Public Administration. UEM provides study programmes in Czech and English in daily and combined (part time) form. The students can obtain Bachelor and Master degree under Czech accreditation. Actually about 1900 students study in these programmes. All Czech study programmes have professional orientation. UEM has also American accreditation of Accreditation Council for Business Schools and Programs Professional for one year long master study programme Master of Business Administration (MBA), with professional study field specializations (Economic and Social

Innovations, Project Management, Market Research) is realized in both Czech and English language (full-time, part-time and distance forms of study). The UEM has also three-year doctoral degree program (Economics and Management) under ACBCSP accreditation which is realized in full-time and part-time forms of study. UEM focuses on development students' skills and abilities in communication, presentation, argumentation, analysis, negotiation and teamwork.

7.3.2 Methodology of the case study

We did we research on UEM, from February to April 2019. We did interviews with vice-rector for education, 3 teachers and also focus group with 4 students.

The aim of the study: To explore what is the understanding of the concept of social competences and how its acquisition is integrated into the study process of UEM (learning outcomes, teaching and learning methods, quality assessment system).

The following research questions were defined:

- How is the concept of social competences conceptualized at UEM?
- How does UEM implement the acquisition of social competences in the study process?
- In order to achieve the set goal, the succeeding tasks were formulated:
- To explore the internal and external regulatory acts those conceptually mention the need for acquisition of social competences.
- To explore the views of students regarding the acquisition of social competences in the study process.
- To explore the views of teachers regarding the acquisition of social competences in the study process.

7.3.3 Reasons for selecting UEM

We selected this higher education institution because it is small private non-university school. It is focused on teaching in the field of economy and management. UEM also try to use active learning methods and it strongly supports Corporate Social Responsibility. Its experience with the international accreditation could have impact also on the issue of social competences.

7.3.4 Findings UEM

Findings from strategic/official documents and other presentation materials

UEM offers link between theoretical knowledge and practical applicability of the knowledge e.g. in the forms of exercises and individual work. UEM offers application of knowledge and its practical applicability in the form of exercises and individual work. UEM focuses on development of the skills and abilities of students especially in communication, presentation,

argumentation, analysis, negotiation and teamwork. UEM supports the non-profit sector in the context of social responsibility (CSR) and adherence to a Code of Ethics. The Code of Ethics focuses on ethical issues and tolerance to difference. HEI provides interactive teaching and examination applications (video learning, online video forum, educational texts in electronic form, electronic knowledge testing).

HEI offer nanodegrees for this areas Communication and Society, Management and Leadership, Self-Development. Nanodegrees can students obtain after successful finishing group of courses. Many of UEM nanodegrees can student obtain for graduation in courses which focus on the development of social competences.

Findings from interviews with teachers or management

According to management and teachers UEM has a strategic vision for development of social competences. The course of Corporate Social Responsibility is obligatory for all students. Students can find links on social competences in corridors and classrooms. Students can train their social competences in practical training in many courses. Students can also develop social responsible start-ups (e.g. team work). Interviewed teachers declared that there is a strong focus on Social Corporate Responsibility and cooperation with NGOs (e.g. People in Needs¹⁸, local community in Prague 13, where UEM has the campus). HEI cooperates with Association of Social Corporate Responsibility. HEI uses also for funding of these activities EU funds. We can see also that students use bricks (Figure 3) boxes for interactive discussion about the quality of live, sustainable development and corporate social responsibility.

|According to management and teachers, the students can make exams nearly every time through studies and have relatively flexible schedule. Students have to present and defend seminar works before audience and the jury of 3 teachers, which helps them to develop communication skills. The students have to compare opinion of different authors in their seminar work, which help them develop critical thinking.

Each year rector introduces the Code of Ethics to new students, where are discussed ethical issues and tolerance to difference. UEM supports Quiet Café (Figure 4), where worked deaf waiter, which also helped students to develop tolerance to difference. UEM has guest lecture from business and politics.

UEM also use video learning for exams, which show them how to develop flexibility and using ICT for real life.

UEM also supports study of student from non-democratic countries (helping with visa, study fee), so student can meet other students from different cultures. Usually studies groups are diversified: indifferent age, ethnicity, gender etc.

¹⁸ People in need is one of the the biggest Czech charity NGO (<https://www.clovekvtisni.cz/en/>)



UEM has own kindergarten, which helps to study parents with children. UEM also usually uses 3 hours block for course, which student see as very useful. It is lecture, short break and then follows seminar/training.



Figure 3 Important topics for sustainability in a classroom, based on UN aims



Figure 4 Quiet café with deaf waiters.

Findings from interviews with students

The students appreciate that the seminar works have to be very detailed and based on strong arguments, which helps them to develop critical thinking. Generally, the students criticize a,b,c multiple choice test. The students mentioned that UEM is for some of them too flexible school and that could be a reason, why some of their colleague had not finished study at UEM successfully. Student appreciate if there would be more guided. The UEM offers course of negotiation. UEM is strongly focused on developing presentation skills. UEM offers also coaching for students, which can develop their personalities.

7.3.6. Recommendations

Institutional level:

- Institutions should have guidelines for students, how to be developed time management, organization of their studies and independence
- Institutions can make visible social competences in learning outcomes for nanodegrees
- Students should know university ethical codex
- Teaching Social Corporate responsibility could be basis for many social competences

National level:



- to open debate on needs and ways of social competences development by HEIs
- to open debate about development of active learning methods
- to support experimental education

EHEA level:

- to open debate on needs and ways of social competences development by HEIs
- to strengthen the role of development social competences in Bologna Process,
- to open European programs/project supporting the process,
- to undertake promotion of social competences by dissemination of best practices

7.4. Medical College of Nursing

7.4.1. Description Medical College of Nursing

Medical College of Nursing provides bachelor degrees in following non-physician fields of healthcare studies: General Nursing, Midwifery, Radiological Assistant and Paramedic. The Medical College operates since September 2005. Medical College is private non-university higher education institution, which has over 500 students. Medical College is settled in Prague.

7.4 2 Methodology of the case study

We did we research at Medical College of Nursing, at May 2019. We did 1 focus group with rector and 3 teachers and 1 focus group with 7 students.

The aim of the study: To explore what is the understanding of the concept of social competences and how its acquisition is integrated into the study process of Medical College of Nursing (learning outcomes, teaching and learning methods, quality assessment system).

The following research questions were defined:

How is the concept of social competences conceptualized at the Medical College of Nursing?

- How does the Medical College of Nursing implement the acquisition of social competences in the study process?
- In order to achieve the set goal, the succeeding tasks were formulated:
- To explore the internal and external regulatory acts those conceptually mention the need for acquisition of social competences.
- To explore the views of students regarding the acquisition of social competences in the study process.
- To explore the views of teachers regarding the acquisition of social competences in the study process.

7.3.4 Reasons for selecting Medical College of Nursing

This college was selected because similarly as social competences are very crucial for teachers, we can apply similar fact for nurse and medical staff. Important fact is also that the

rector of the Medical College of Nursing, doc. PhDr. Jitka Němcová, Ph.D. is the Vice-president of Czech Rectors Conference, which is project associated partner. The Medical College of Nursing is small private non-university higher education institution which is focused on higher professional education in the area of medical non-doctoral studies.

7.4.4. Findings

Findings from strategic/official documents and other presentation materials

The non-medical health profession education is regulated by the Czech Ministry of Health by Act No. 96/2004 Coll. The Ministry of Health published methodical instructions how the education of this profession have to be organized. The Ministry of Health in cooperation with Ministry of Education, Young and Sport also published qualification standards – Preparation of nurse (similar other non-medical health professions), where the requirements for study programmes are specified. One of the study programme aim is to obtain education in health study programme as the base for lifelong professional learning. Under study programme aims are defined specific educational aims. First area of aims is connected with person, his family and community. There is written that graduate should be able to give health care and support to individuals, families and communities in accordance with natural and social environment. This could be seen as an emphasis not only on healthcare but also on broader aspects of life and health.

The profile of graduate of study programme for nurses contains four main areas of competences: Autonomy, cooperation, researcher competences and management. Cooperation also means that nurse can work in multidisciplinary team. The part of final exams of nurse is ethics in midwifery. Nurses have as obligatory courses eq. transcultural midwifery, ethics of midwifery, health informatics, communication in health care.

The part of study programme is internship. Students is evaluated in this areas ability to communicate, cooperate, problem solving, autonomy, responsibility (including application of professional ethics), learn.

Findings from focus group with rector and teachers

It was highlighted during the focus group that the nurses and midwifery are regulated professions. The study programmes are regulated to the level of annotation of the course.

During their studies, students learn verbal and non-verbal communication in course of Communication. However, students are also learnt how to communicate with patient during the simulation of practical activities. Students simulate/train many situations with their peers (e.g. One plays a role of doctor, the second a role of nurse...)

According to the teachers, the important for developing social competences is position of teacher and students in physical space. For this reason, in some courses the lecture uses sitting in circle, which helps students to reflect their practice and this also teaches them different mode/ways of communication and flexibility in communication.



The Medical College offers students lecture from people with different handicap and diseases, which helps them do develop tolerance to difference or visiting people with special needs or difficult life situations (like homelessness). The students try to wear age simulation kit, which help them to feel how the old man sees, hear and move, i.e. to emphasize with the situation of older generation.

The students develop team work during various simulation training (e.g. simulation of bomb explosion or solving big traffic accident).

Students can also visit conference, workshops or be a part of projects, which show them that lifelong learning approach is necessary for their future lives.

Students have to show critical thinking in their final theses and also work with relevant primary sources. The critical thinking is a part of Midwifery learning process, where students have to critically analyse and evaluate different cases (reports). Students also learn different diagnosis, which also develop critical thinking. This competence is also developed in course of Transcultural midwifery. They got also feedback about developing their communication skills from internship mentors. The College uses document where some of social competences of the students are structurally evaluated.

The students learn about different cultural and religious values that can influence receiving of medical care (e.g. refusing of blood transfusion).

Findings from focus groups with students

Students learn how to deal with aggressive people and cope with criticism from the side of patients or their families. Students train also model situations from real life, which they have to solve. They also shadow professional rescuers. They trained cooperation, team work and effective communication during these situations. They like to learn through model situation and they guess they will learn the most things from these situations.

7.4.6. Recommendations

Institutional level:

- The Medical College should continue in using active learning methods
- The Medical College should support strategic development of social competences in national documents for non-medical health profession education
- The Medical College should try to incorporate also the responsibility for the future, to their learning

National level:

- to open debate on needs and ways of social competences development by HEIs
- to open debate about development of active learning methods
- to support experimental education



- to support simulation as learning methods

EHEA level:

- to open debate on needs and ways of social competences development by HEIs
- to strengthen the role of development social competences in Bologna Process,
- to open European programs/project supporting the process,
- to undertake promotion of social competences by dissemination of best practices

7.5. Faculty of Fine Arts, University of Ostrava

7.5.1. Description of Faculty of Fine Arts, University of Ostrava

The University of Ostrava (UO) was founded in 1991 and it is a public research university currently educating over 8000 students in six faculties. Faculty of Science, Faculty of Arts, Faculty of Fine Arts, Faculty of Medicine, Faculty of Social Studies, and Faculty of Education offer a wide variety of disciplines and unconventional combinations of majors.. The university aims to contribute to solving urgent problems of the Moravia-Silesia Region in social, environmental, and health areas and to shape Ostrava as a truly university town. The Faculty of Fine Arts, which was an object of research, has about 1800 students and consists of twelve departments. Half of departments focus on philology, while the remaining specialize in selected social sciences and humanities such as psychology, sociology, history, philosophy, art and cultural heritage, Czech literature and literary science.

7.5 2 Methodology of the case study

We did our research at Faculty of Fine Arts, at May 2019. We realized interviews with 2 teachers and 1 focus groups with 13 students. Additionally, Lucie Dokoupilova¹⁹ did for us interviews with the rector, the dean of Faculty of Fine Arts and the head of department of sociology. The interviews were conducted based on our prepared structure.

The aim of the study: To explore what is the understanding of the concept of social competences and how its acquisition is integrated into the study process of Faculty of Fine Arts, University Ostrava (learning outcomes, teaching and learning methods, quality assessment system).

The following research questions were defined:

How is the concept of social competences conceptualized at Faculty of Fine Arts?

- How does the Faculty of Fine Arts, University Ostrava (implement the acquisition of social competences in the study process?
- In order to achieve the set goal, the succeeding tasks were formulated:
- To explore the internal and external regulatory acts those conceptually mention the need for acquisition of social competences.

¹⁹ Lucie Dokoupilova is sociologist and teacher in HR modul from Faculty of Fine Arts, Ostrava University. She offered us help with interviews with management. We agreed because of logistical and practical reasons.



- To explore the views of students regarding the acquisition of social competences in the study process.
- To explore the views of teachers regarding the acquisition of social competences in the study process.

7.3.4 Reasons for selecting Faculty of Fine Arts, University Ostrava

When we were thinking about 5th case, we remembered that colleagues from University Ostrava, which we cooperate, presented us their unique cross faculties' concept called HR module, which we found as very interesting case. Another reason is that Ostrava is settled in East part of the Czech Republic and 2 historical "countries" Moravia and Silesia is touching there. Ostrava "was previously known as the country's "steel heart" thanks to its status as a coal-mining and metallurgical centre, but since the [Velvet Revolution](#) (the fall of communism in 1989) it has undergone radical and far-reaching changes to its economic base."²⁰ City Ostrava is transforming to modern multi-cultural city. The developing social competences in previously ideological communist city are very interesting and important.

7.4.4. Findings

Findings from strategic/official documents and other presentation materials

In the future, the aim of the University of Ostrava will be to emphasize the development of soft skills and high flexibility of its students / graduates. The university will focus mainly on the following soft competencies: creativity, critical thinking, and teamwork, support of a culture of lifelong learning, digital literacy, problem solving ability, self-presentation on the labour market (Strategy aim of University Ostrava 2016-2020). We can see that university has vision which emphasizes the development of social competences. However, as we will see later, the process is on the beginning. The way to achieve this aim is to develop systematic support of academic staff enriching their pedagogical skills with the ability to transfer selected soft competencies (e.g. by sharing best practice).

University wants to use as indicator for this social competences: *Number of training modules developing selected soft competencies of their graduates.* (Strategy aim of University Ostrava 2016-2020).

Faculty of Fine Arts offer HR module, which focused on the development of some social competences. The module runs in two semesters and consists of four information-practical courses (Organizational Culture; Personnel Processes Related to Organization Strategy and Management; Trends in HR Development, Creativity and Self Presentation and HR Practice in the range of 100 regular hours for employers in the Moravian-Silesian Region) and final presentations in conditions of simulating a job interview or business plan. The HR module is offered to all university students, not just to student of Faculty of Fine Arts. The HR module visits bachelor, master, doctoral, daily and combined students, such a kind of networking is good for exchanging and sharing different experiences.

²⁰ <https://en.wikipedia.org/wiki/Ostrava>



Teaching information-practical courses is planned for the summer semester (2017/2018) and winter semester (2018/2019). In the summer semester always on Friday morning in blocks of 5 lessons (8:20 - 12:25).

What seems to be an example of good practice, is the fact that selected blocks will be held directly by employers. Practice of students will be implemented individually from mid-summer and during the winter semester based on the selection of employers. Student presentations will take place in front of a committee made up of teachers of OU and HR specialists and HR specialists of companies operating not only in the Moravian-Silesian Region.

Upon completion of all components of the module, the successful graduate will receive a professional extension certificate "HR - HR Consultant".

For completion of individual courses (these courses are listed as selective at some faculties and students do not receive ECTS) student receives a standard credit rating. Completed disciplines will also become part of the overview of completed courses in the Diploma Supplement / Diploma Supplement

Findings from interviews with management and teachers

According to the management and teachers, the university has a vision of development of social competences, which should be incorporated to study programmes. The university management also feels necessity of changing teaching approach. They see that they will have to change from knowledge/fact based education to competences-based education. However, teachers see as big challenge to move this vision from formal declaration to the practical implementation. This change has to be connected with the change of pedagogical methods and this process would be uneasy. At this moment many competences students obtain implicitly.

The university also tries to open to people with special needs (physically, mentally handicapped etc.), which can support tolerance to difference of their students.

The rector supports HR module. He also personally gives graduates certificate of successful finishing the module.

HR module was reaction on needs of regional HR directors. HR module uses tandem teaching. Lecturers have experience from praxis and parts of courses are workshops from experts from praxis. Students have excursions to practice.

The HR module starts with Belbin test of team roles²¹. The test shows which roles can students play well. The teams have to be composed of people with different abilities. Teams have three to four people. The team building starts as stock of human resources. Students offer their skills to other colleagues and try to set up good team. This also develops self-presentation of students.

²¹ <https://www.belbin.com/about/belbin-team-roles/>



The teams have to develop start-up; they need to find right targeting of the start-up. Team should also think about social responsibility, they have to create own ethical codex. During the process of the building start up students develop their critical thinking, empathy, negotiation. The HR module is focused on team work, work with different people and supports interdisciplinary approach. HR module focuses on implementing/transferring theoretical knowledge to practical application.

Findings from focus group with students

Students appreciate if they do not have to learn just theoretical knowledge and if they can develop also practical skills. They criticize that university education is very theoretical and badly applicable in praxis. They do not like just memorizing of theoretical facts. They think that practical skills and their development are currently underestimated and would like to develop more practical competences.

Students like in HR module team work and appreciate that they develop many competences, which they can use in praxis. They appreciate that they can apply learned theory in praxis.

Students appreciate Erasmus mobility program, summer school, the participation in conferences and the membership in different association. They think that these activities can develop social competences often more than studying in study program.

„The students who participated in the mobility do not see problems to work abroad, they have good language skills and other so called soft skills (communication, reliability, independence), they have better relation to the EU but they feel themselves as Czech citizens at the same time, they are tolerant - they would accept a foreigner as a friend or partner.“ (Centre for International Cooperation in Education, 2017)

7.4.6. Recommendations

Institutional level:

- The University of Ostrava should deeper develop strategical approach to using active didactic methods
- The University of Ostrava should implement competence-based education vision to life
- The University of Ostrava should more connect theoretical knowledge with practical application in praxis

National level:

- to weak the role of authorship of articles with impact factor for lectures from practices in accreditation
- to focus more in accreditation system on practical experience of lectures
- to open debate on needs and ways of social competences development by HEIs
- to open debate about development of active learning methods



- to support interdisciplinary
- to support simulation as learning methods

EHEA level:

- to open debate on needs and ways of social competences development by HEIs
- to strengthen the role of development social competences in Bologna Process,
- to open European programs/project supporting the process,
- to undertake promotion of social competences by dissemination of best practices
- to support interdisciplinary



8. Findings and results

On the basis of 5 cases presented above we can draft several issues. We also discussed the research results at workshop “Applicability of Graduates Knowledge and Trends”. The workshop took place at private Jan Amos Komensky University, Prague 22nd May and together 25 participants were discussed. Among them were students and graduates of Jan Amos Komensky University, Prague, scholars and teachers from both public and private universities, representatives from business (e.g. Prague Public Transit Company) and also representatives from the Czech Ministry of Education, Youth and Sport.

After presentations of our research findings we had panel discussion about the Czech country report. The panelist were deputy head of the department of Adult Education at Jan Amos Komensky University in Prague, representative of Behavera.com (private company developing online tool for measuring soft competencies), the director of The Association of Adult Education Institutions in the Czech Republic and General Secretary of the Czech Association of Professional Higher Education. Also audience was actively participated.

The main finding from discussion regarding the Czech Country report could be divided into two main streams: A) conceptual or strategic findings regarding social competences and B) pedagogic approaches toward development of social competences:

A) Conceptual or strategic findings regarding social competences

The concept of social competencies is unclear and there is no exact definition it is rather fluid concept. Participants of the workshop and interviewed emphasize social competences as communication skills and skills which are necessary for successful life in democratic society. However, they see the definition as uneasy.

B) Pedagogic approaches toward development of social competences

- Participants and interviewed see as problem of Austrian-Hungarian traditional way of education, which is mostly focused on theoretical knowledge. It is visible that the Czech Higher Education system is changing but slowly due to its preserving conservatism.
- The praxis during study. Practical experience in various forms (visits, projects, etc.) is very important for development of social competences, without praxis these kinds of practical experience it is impossible to develop social competences. The theoretical knowledge should be connected with practical development of social competences.
- The lecture from non-academic people and the terrain visits (homeless, patients, and people from business, NGOs and government) can develop social competences, especially tolerance to difference, ability to communicate, solving problems ability, etc.



- "The students have to be thrown to the water". This saying means that teachers should give students responsibility for their projects and softly guide them. The students should be involved into the project(s) and should have share responsibility as partners who need to cooperate. Very beneficial seems to be creation and developing of cross-disciplines projects, because students learn how to communicate and behave with others. We can underline importance of interdisciplinary approach (Becker et al 2018).
- Montessori style of pedagogy which is more typical for lower levels of education (primary and secondary) in the Czech Republic, could be useful for developing of social competences on the level of tertiary education (higher education) as well.
- We can also go back to Jan Amos Comenius and works with his triad: to know, to will and to be able to. That mean that student has to obtain knowledge as first, then some values and finally ability to realize the knowledge.
- The artificial intelligence would be able to help teachers to more focus on development of students including their social competences, e.g. evaluation of the test could be done by artificial intelligence.
- It is important to have some social science and humanities course also for students technical disciplines (e.g. psychology for students of computer programming)



9. Recommendations

9.1. Institutional level

Case:	HEI:	INSTITUTIONAL level
Liberal Arts approach,	FHS CU	<ul style="list-style-type: none"> - for the FHS CU and also other institutions: the structural approach for developed social competences should be very beneficial - The FHS CU should continue in stronger development of interdisciplinary courses. Interdisciplinary is also higher education (Becker et al 2018) - FHS CU should strengthen team work
Study of Pedagogy	Pedagogical Faculty WBU	<ul style="list-style-type: none"> - Structural approach for developed social competences should be very beneficial - Students should know university ethical codex - The development of social competences should be more incorporated to the core courses. - The students can learn to the tolerance to difference when they have experience with people from different culture or environment. - The experiential education can very good develop social competences - To more focus on quality of teaching
Social Corporate Responsibility	UEM	<ul style="list-style-type: none"> - Institutions should have guidelines for students, how to be developed time management, organization of their studies and independence - Institutions can make visible social competences in learning outcomes for nanodegrees - Students should know university ethical codex - Teaching Social Corporate responsibility could be basis for many social competences
The non-medical health profession education	The Medical College	<ul style="list-style-type: none"> - The Medical College should continue in using active learning methods - The Medical College should support strategic development of social competences in national documents for non-medical health profession education - The Medical College should try to incorporate also the responsibility for the future, to their learning
HR module	Faculty of Fine Arts, University of Ostrava	<ul style="list-style-type: none"> - The University of Ostrava should deeper develop strategical approach to using active didactic methods - The University of Ostrava should implement competence-based education vision to life - The University of Ostrava should more connect theoretical knowledge with practical application in praxis



9.2. National level

NATIONAL level

- to open debate on needs and ways of social competences definition and development by HEIs
- to open debate about development of active learning methods
- to more focus on quality of teaching
- to support interdisciplinary approach, programmes and courses
- to associated title professor and associated professor (docent) with position (similarly as in Anglo-Saxon countries)
- Offering ECTS for voluntary activities, for example involvement in running student organisations or community/charity work. (Loukola and Dakovic, 2017)
- to support experimental education
- to support simulation as learning methods
- to weak the role of authorship of articles with impact factor for lectures from practices in accreditation
- To focus more in accreditation system on practical experience of lectures.

9.3. European level

EUROPEAN level

- to open debate on needs and ways of social competences development by HEIs
- to strengthen the role of development social competences in Bologna Process,
- to open European programs/project supporting the process,
- to undertake promotion of social competences by dissemination of best practices
- to support interdisciplinary



10. Executive summary

Definition of social competences adopted for DASCHE by the Czech team:

Knowledge and skills enriched with motivation for pro-social activity including discussion of values. An attempt to obtain an answer to the question of how (and for what purpose) a graduate intends to use the acquired knowledge and skills, both in professional life and wider social activity, and whether he will do it rationally, autonomously and responsibly to social and ecological environment. The social competences contains: autonomy, responsibility (for future), ethics, tolerance to difference, team work, creativity, flexibility, critical thinking, lifelong learning, digital literacy, democratic values, solving problem, flexibility, effective communication and self-presentation).

The concept of social competencies is unclear and there is no exact definition it is rather fluid concept. There is a lack of common understating.

The ways to develop of social of competences are active learning methods as simulation, project learning, and critical reading the text. The process of the development should reflective and intentional and strategically thought out.

The praxis during study could be very beneficial. Practical experience in various forms (visits, projects, etc.) is very important for development of social competences, without praxis these kinds of practical experience it is impossible to develop social competences. The theoretical knowledge should be connected with practical development of social competences.

The lecture from life people and the terrain visits (homeless, patients, and people from business, NGOss and government) can develop social competences, especially tolerance to difference.

It is important to have some social science and humanities course also for technical disciplines.

The informal and non-formal learning should be recognize as part of development of social competences

The social competences could be validate through using some ECTS for non-school activities, using nanodegrees, digital portfolios and digital badges or involve them to Diploma Supplement.



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