

**Strategic Plan of the
Faculty of Education of
Charles University for the period
2021–2025**



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VISION

The mission of the Faculty of Education is to train teachers, other pedagogical staff and specialists entering the field of education with a qualification. The faculty cultivates a wide range of disciplines, providing facilities for professional training for educational and training work with children, school pupils, young persons and adults. This spectrum of disciplines also represents an equally rich spectrum of pedagogical and scientific activities. Both spheres intertwine and complement each other, with an emphasis on the quality of all activities. The Faculty of Education thus fulfils its mission and is, and will continue to be, an irreplaceable part of Charles University.

PREAMBLE

The Faculty of Education's Strategic Plan for 2021–2025 is naturally based on the Strategic Plan of Charles University. It does so systematically and with the awareness that it will fill the space provided by the University with specific, unique and unmistakable measures. In accordance with the University's plan and current developments in society, the faculty is on the threshold of a period that heralds change. These changes affect all of the activities of an educational and research institution, an institution that has something to communicate not only to professionals, but also to other components of society. The anticipated changes will affect internal processes and be reflected in activities that are clearly external.

The goal of the new Strategy for the Czech Republic's Educational Policy 2030+, approved by the Czech government in autumn 2020, is a well-educated and competitive Czech Republic that will survive in the dynamic and constantly changing world of the 21st century. Some key themes contained in this new key document also form the basis for partial strategic goals and measures in our faculty's Strategic Plan.

In the past period, the global epidemic has already significantly affected educational processes. This has led to the strengthening of forms of education which, previously, had mostly been of only marginal interest to students and teachers. The current development of the situation in the world and in this country clearly shows that the faculty must remain flexible in this respect, and that it must make timely, effective preparations for a variety of forms of teaching and online work. A large proportion of the faculty's activities will also be aimed at comprehensive, functional readiness in the research and managerial spheres. However, the faculty will be interested in using new forms of teaching and communication that have proven themselves and proved to be effective in standard, everyday situations.

This will be related to needs associated with the accreditation and evaluation of study programmes. The aforementioned need for variable forms of work will bring the need to incorporate these into study programmes by default, but at the same time the implemented programmes will be subject to evaluation and reflection, which are key aspects in ensuring and maintaining quality.

A significant international change is Brexit and the preparation of a new model for the ERASMUS+ programme. The faculty is also ready to respond adequately to this, while preserving everything that has been useful and worked until now. The faculty is interested in using all options to preserve opportunities



in education and other international activities. Ultimately, it is the international structures created and coordinated by Charles University that provide opportunities for this.

The faculty, as an institution organically connected with the education system, will feel the growing shortage of qualified staff in education in the coming period more keenly than before. Therefore, it also intends to strengthen the offer for those who are interested in working in education and obtaining a qualification.

Among the expected changes, the evaluation of research activity occupies an important place in the new system. This fact must be taken into account in order to achieve the necessary results. Many programmes at the Faculty of Education base their pedagogical activities on the results of research work, and it is therefore appropriate to further expand this awareness and transform it into an ever-present need. New opportunities for the faculty to certify the quality and spectrum of its research activities will be brought by a new programme intended to support research at Charles University, known as Cooperatio. Its connections are obvious, and its possibilities and applications broad.

In relation to the public, the faculty has long been guided by its efforts to profile itself as an institution that is characterized not only by its activities, but also by its internal atmosphere and pleasant environment. Social prestige partly depends on such an image, but especially the interest of applicants, potential members of staff, and above all the satisfaction of the academic community. Therefore, the faculty also has an eminent interest in further developing its internal life and external relations in this sense.

Perhaps the biggest change is the planned renovation of our faculty's main building. The project is currently still at the preparation stage; implementation itself will fall within the new strategic period. Following consultations with experts, the most effective solution in all respects proved to be the complete renovation of the whole building, rather than in stages. The investment project will entail temporary relocation and potential organizational and spatial problems, but also the shortest possible implementation deadlines. At the same time, however, it should be noted that the faculty currently has at its disposal unprecedented investment funds that will ensure the provision of facilities of a standard that are befitting of its activities.



Science, research and creative activities

The Faculty of Education of Charles University (the "Faculty of Education", "PedF", "PedF UK" or the "faculty") is an institution in which a wide range of disciplines is cultivated. In its activities, it does not focus only on subjects in the field of education – pedagogy, general and subject didactics, special pedagogy and psychology – i.e., those on which its primary focus is traditionally based, but also supports research in many other disciplines such as history, philosophy, the natural sciences, literature or linguistics, as the scientific development of these fields at the faculty contributes to the improvement of the relevant study programmes. An important role is played by the cultivation of disciplines in the teaching of art, with an emphasis on artistic activity, especially in the field of music and art. One of the faculty's strengths is the fact that, not only do individual fields develop independently, there is also a significant degree of interdisciplinary cooperation. Involvement in the University's Progres projects, and particularly in the Progres Q17 – Teacher training and the teaching profession in the context of science and research project, which is coordinated by the Faculty of Education, plays an important role in creating an environment that is conducive to this cooperation.

The current subject area evaluation carried out by Charles University confirmed that the Faculty of Education is a leading research institution in the field of didactics and pedagogy, both within the University and in the Czech Republic. The main priority of the Faculty of Education in science and research is to maintain this position and become a leading, internationally recognized research institution with a wide range of high-quality disciplines. However, this requires the creation of adequate facilities for research and creative activity, including the support of junior researchers with international experience, and the recruitment of international doctoral students, postdoctoral students, researchers and visiting professors.

An important role in the evaluation of science and research is also played by the evaluation of what is termed the social relevance of outputs. It goes without saying that the results of scientific, research and other creative work are positively reflected in the teaching of students, the education of doctoral students and the lifelong training of pedagogical staff. However, a further task of the Faculty of Education is the didactic transformation of these results, i.e. activities that affect training, education and schooling. The creation of textbooks and methodologies, applied research, and cooperation with professional associations and the commercial sector also play an important role in this.

The period of the strategic plan will be one of significant changes, to which the Faculty of Education will have to respond in its activities. The following three changes are essential from the point of view of science, research and creative activities:

- Change in the evaluation of research activities and implementation of Methodology 17+
- Change in the financing of doctoral studies
- Completion of the Progress programme in 2021 and launch of the Cooperatio programme

In the implementation of Methodology 17+ (unlike the previous RIV evaluation), emphasis is placed on the quality, rather than the quantity, of outputs, while quality is assessed in relation to the bibliometric evaluation of outputs based on AIS. There is a risk that this view does not fully reflect the specific aspects of research activity at the Faculty of Education, and the faculty is thus facing the difficult task of creating a model for the evaluation



of research activity that is based on internal discussion and broad consensus – one which would motivate the creation of high-quality bibliometrizable outputs (preferably in first decile and quartile journals according to AIS), and on the other would not neglect high-quality outputs intended for the public and contributing to the fulfilment of the third role of the Faculty of Education in the field of education.

Changes in the financing of doctoral studies, which form part of the Strategic Plan of the Ministry for Higher Education for the period from 2021, will have a major impact on the activities of PedF UK. These changes will lead to a significant change in the view of doctoral studies and to an increase in its prestige and financial evaluation, but also to a significant reduction in the number of doctoral students accepted.

The upcoming Cooperatio projects are a continuation of the ongoing Progres projects. They emphasize the field focus of projects, interfaculty cooperation and the involvement of all academic and research staff engaged in scientific and research activities in the relevant field. It can be expected that, due to the breadth of its fields, the Faculty of Education will be involved in a larger number of projects than before.

Objective 1: The Faculty of Education is a top institution at both national and international level

Activities based on the CU Strategic Plan 2021–2025

- Define the main scientific trends and disciplines in which the Faculty of Education achieves high-quality results, and strongly support these
- Oversee the systematic development of the entire spectrum of disciplines cultivated at the faculty and, taking into account their specific aspects, strive to ensure that they do not fall below national and European standards.
- Initiate multidisciplinary and international cooperation and draw on the unique breadth of disciplines cultivated at the Faculty of Education
- Support for junior academic and research staff and to recruit staff with experience abroad
- Fill academic positions on the basis of selection procedures in open international competitions

Tools

- Support for research activities through the position of project manager, who shall oversee the formal and structural aspects of project applications and project administration and the activities of the Commission for Ethics in Research
- Support for sectoral and interdisciplinary cooperation through involvement in Cooperatio projects



- Support for postdocs and early-stage researchers by ensuring adequate financial conditions
- Support in announcing international selection procedures
- Support for the formation of subject didactics as standalone disciplines

Indicators

- Number of research grant projects applied for and won at the national level (e.g. GA CR)
- Number of international research projects applied for and won
- Number and focus of Cooperatio projects in which the Faculty of Education is involved and the number of projects it coordinates
- Number of postdocs working at the faculty
- Number of selection procedures for sabbaticals and number of academic staff who have been granted sabbaticals
- Creation and implementation of a Career Code
- Total number of publications with AIS evaluation, number of publications in the first decile and first and second quartiles. Number of authors with bibliometrizable outputs according to AIS
- Number of faculty-published journals listed in the WoS and Scopus databases and evaluated according to AIS
- Number of fields in which doctoral studies, habilitation and appointment procedures are offered

Objective 2: The Faculty of Education contributes to the discussion on urgent social issues and supports the application of the results of scientific and research activities

Activities based on the CU Strategic Plan 2021–2025

- Systematic application of the results of scientific and research work
- We will support cooperation with public administration bodies, the non-profit sector, professional associations, legislators, cultural and educational institutions, the private sector and other appropriate entities, especially in the form of applied research projects and expert activities.
- Develop a support system for cooperation between students, academics and researchers with the private sector and a support system for applied research



Tools

- Support for the application of research activities through the position of project manager, who shall oversee the formal and structural aspects of project applications and project administration
- Administrative and legislative support in building cooperation with the public, non-profit and private sectors
- Sharing of examples of good practice with a proven positive impact
- Inclusion of the results of applied research in the evaluation of research activity
- Utilization of the institute of employee work

Indicators

- Number of research grant projects applied for and won (e.g. TA CR)
- Number and quality of projects in cooperation with the public, private and non-profit sectors, especially the volume of funds obtained, and professional and expert services provided
- Number of cooperating entities from the public, private and non-profit sectors
- Number of textbooks and other teaching materials created by a single author or in co-authorship with faculty staff

Objective 3: The Faculty of Education is a high-quality centre for doctoral studies, which strengthens the excellence and international reach of its doctoral study programmes.

Activities based on the CU Strategic Plan 2021–2025

- Acquire high-quality graduates from other universities, including those abroad, for doctoral studies at the Faculty of Education
- Specify the requirements for doctoral studies so that they lead to intensive scientific and research activity by doctoral students and their involvement in grant and other projects under the guidance of a supervisor (e.g. GA UK)
- Improve the conditions and financial security of doctoral students
- Increase the rate of graduation from doctoral studies within the standard time-frame while maintaining high quality standards



Tools

- In accordance with the valid accreditations, harmonization of the conditions for doctoral studies and its evaluation across fields, and a requirement for their fulfilment (creation of Doctoral Study Standards)
- Support for the promotion of doctoral studies abroad and the acquisition of international doctoral students
- Targeted support for doctoral students to allow them to participate in grant projects and projects at the relevant workplaces
- Increasing of doctoral scholarships and seeking of other forms of financial support for doctoral students; promotion of higher doctoral scholarships at the national level

Indicators

- Creation of Doctoral Study Standards at PedF UK
- Number of international applicants
- Number of newly admitted doctoral students
- Number of publication outputs of bibliometrizable doctoral students according to Methodology 17+
- Number of grant applications submitted by doctoral students
- Number of doctoral students involved in grant projects
- Graduation rate from doctoral studies in individual study programmes and in general at PedF UK
- Amount of the doctoral scholarship at PedF UK and the amount of funds for doctoral studies obtained from other sources



Accreditation and quality of educational activities

Accredited study programmes are a prerequisite to allow the Faculty of Education of Charles University to fulfil its mission in educational activities. There have recently been significant changes in this area. While, in the past, accreditations/re-accreditations involved repeated preparation and negotiation, the most recent accreditation procedure involved completely new formal procedures, as well as new requirements for study programmes. The accreditation process is not a one-off event; even after the relevant study programme has been accredited and can be implemented, the whole process continues through the monitoring of all defined standards and evaluation of the quality of the programmes.

The faculty offers a wide range of undergraduate and doctoral programmes. These are designed for the training of future teachers, educators, special pedagogues, psychologists and other teaching staff for not only education, but also for other areas of public administration (ministries of health, labour and social affairs, and culture). Undergraduate training is complemented by educational programmes for lifelong learning, which allow graduates to supplement their professional teaching qualifications through courses led by professionals.

In 2018–2020, the Faculty of Education underwent an accreditation procedure which, in connection with changes in legislation¹, respected the new structure of the University's study programmes and accreditation requirements in accordance with institutional accreditation, which Charles University obtained on 21 March 2018. Fields of study that were previously offered are now accredited in the form of study programmes, with an accreditation period of 5 or 10 years (a total of 26 bachelor's study programmes, 25 post-bachelor study programmes, 1 master's study programme and 13 doctoral study programmes). All new study programmes were offered for the first time in the admission procedure for the 2021/22 academic year (some study programmes have been offered with their new accreditation prior to this).

The requirements imposed on study programmes for teacher training and other regulated professions of pedagogical staff according to the methodology of the Ministry of Education, Youth and Sports were complied with during the preparation of accreditation files.² The rules for the creation of study programmes at Charles University were respected.³ Special attention was paid to calibrating the workload according to ECTS principles, with demands for continuous work, the independent preparation of students and the allocation of content for indirect and direct tuition. Study programmes often have an interdisciplinary nature in linking the field of study with general didactic, subject didactic and pedagogical/psychological components. Great emphasis is placed on students gaining practical experience through practical training, starting with the bachelor's degree. At the same time, the connection between the results of research and activities of research institutes providing the study programme is monitored.

¹Act No. 111/1998 Coll., on higher education institutions and changing and amending other acts (the "Higher Education Act"), Government Regulation No. 274/2016 Coll., on standards for accreditation in higher education.

²Framework requirements for study programmes that result in the gaining of professional qualifications for the practising of regulated professions in education, available from: <https://www.msmt.cz/vzdelavani/dalsi-vzdelavani/ramcove-pozadavky-na-studijni-programy-jejichz-absolvanim>.

³ Accreditation Rules of Charles University of 2 February 2018, Rector's Measure no. 13/2019, Standards for study programmes at Charles University, and Rector's Measure no. 14/2019, Proposal for a study programme within the framework of institutional accreditation.



In most cases, the Faculty of Education provides study programmes in a two-stage sequence (the comprehensive training of a professional includes a bachelor's study programme and post-bachelor study programme), which are known as "academic programmes". These aim to train teachers and other professionals in mathematics, science, linguistics, the social sciences, the arts and sport. Only two bachelor's programmes are classified as "professional programmes" (Education, Teacher Training in Practical Teaching and Vocational Training).

Study programmes are, with some exceptions, included in two areas of education⁴ – teaching and subject (Biology, Ecology and Environment, Philology, Philosophy, Religion and Theology, Historical Sciences, Chemistry, Informatics, Mathematics, Non-Teaching Pedagogy, Psychology, Physical Education, Sport, Kinanthropology, and Arts and Culture Sciences).

Most study programmes are provided by the Faculty of Education in the field of teacher training for primary and lower secondary education (ISCED levels 1 and 2). Bachelor's programmes, i.e. the first level of teacher training, have a "focus on education", and the post-bachelor study programmes at the second level of study are designated "teaching for lower secondary and secondary education", with a total of 22 associated study programmes. Programmes are organized as maior/minor variants, where maior is the "main study plan" and minor is the "associated study plan" in combined (formerly two-subject) study. The maior variant includes an introductory course to teaching (pedagogical/psychological preparation, common basis, and elaboration of the final thesis). Some combined study programmes also include a full (formerly single-subject study) plan, which, however, still constitutes a single study programme with a single accreditation and single programme guarantor.

In addition to the bachelor's Special Education course, with a focus on education, and the Special Education for Teachers post-bachelor's study programme, all teacher training programmes for primary and lower secondary education (ISCED level 1 and 2) are offered as a combined study course in combination with a second programme in both the maior and minor variants (e.g. English language with a focus on education – major, Czech language with a focus on education – minor and Czech language with a focus on education – minor and English language with a focus on education – minor). Teacher training programmes for special pedagogy are offered only in the minor study plan. In total, the faculty offers 127 of these combinations of combined teacher training in full- and part-time form at the bachelor's level, and 100 combinations in full- and part-time form at the post-bachelor's study programme level. A total of 10 bachelor's and post-bachelor's study programmes are taught in English (English language, music education, instrumental playing, choral singing, pedagogy – at both levels of study).

However, the Faculty of Education does not focus solely on the training of primary and secondary school teachers. Further study programmes prepare students for the teaching profession at all levels of pre-primary, primary and secondary education, in the form of programmes with full plans. These are the bachelor's course in Teacher Training for Nursery Schools and an undivided five-year course in Teacher Training for Level 1 of Primary Schools. The aforementioned bachelor's study programmes in Education and Teacher Training in Practical Teaching and Vocational Training are intended to support other pedagogical professions. The study programmes in teaching for lower secondary education (ISCED level 2) – music education, art education and instrumental playing – focus on music education, while the study programmes in Pedagogy – are intended, amongst other things, for the training of future teachers for higher vocational schools.

The Faculty of Education additionally offers non-teaching study programmes, which are also highly attractive to applicants. These include psychology and special pedagogy in a two-stage sequence (bachelor's and post-bachelor's study programmes). Here, the focus of study programmes was also expanded – in addition to traditional special pedagogy, new programmes were accredited at both levels of study focusing on speech therapy, preparing students for

⁴ Government regulation no. 275/2016 Coll., on the areas of education in higher education.
Pedagogická fakulta, Univerzita Karlova, Magdalény Rettigové 4, 116 39 Praha
1 IČ: 00216208, DIČ: CZ00216208, Tel.: +420 221 900 111, www.pedf.cuni.cz



the future regulated profession of speech therapist in education and health care. The range of professional programmes we offer also includes a post-bachelor's study programme in Preschool Pedagogy.

One completely new programme, now seeking applicants, is the post-bachelor's study programme entitled Education and the Interpretation of Cultural Heritage). It is designed especially for pedagogical staff in the field of culture.

The variety of study programmes offered is evidenced by programmes targeted at managerial professions. In the new accreditations for the second stage of study, the traditional fields of School Management (bachelor's study programme) and Management in Education (post-bachelor's study programme) have been extended to include andragogy (SP Andragogy and Education Management).

Although the accreditation of undergraduate study programmes for the near future is complete, new programmes that respond to current challenges and the needs of society can be expected in the next five years (2021-2025 strategic plan period). Such a perspective concerns the preparation of the STEM combined study programme, which focuses on the integration of the natural sciences, technology and mathematics, i.e. on a synthesis that is primarily applicable in the training of teachers for lower secondary education (ISCED level 2). It is also likely that English language programmes will be developed on a broader basis. It also remains to be seen whether the experience with online and distance learning due to the COVID-19 epidemic will lead to the preparation of some distance learning programmes. The distance elements of tuition, which were included in the preparation of the current course accreditations, are becoming an integral part of all study programmes.

What specific steps in connection with accredited study programmes await the faculty in the coming years? Under the new legislation relating to CU study programmes, the rule is that every study programme must undergo at least one evaluation of its compliance with standards at the time of its implementation. The procedure is based on international recommendations (e.g. *Guidelines for QA, ECTS Guide, European Qualification Frameworks*), as well as domestic legislation (Higher Education Act, Government Directive, Strategic Plan of the Ministry of Education⁵) and the Strategic Plan of Charles University (2021–2025): *We will focus on the further development of our study programmes, and in particular on the innovation, internationalization and integration of educational activities across faculties and on the study experience, including the objectivity and fairness in the monitoring of study, while maintaining high standards. To this end, we will implement a university-wide programme to support the development of quality education. One of the outcomes will be the formulation of a University strategy for the quality of educational activities, one that is binding for the internal approval of study programmes. For this purpose, we will consistently utilise the quality evaluation system for educational activities in degree programmes, surveys among applicants, students and graduates, and cooperation with professionals.*" The aim of this evaluation will be to monitor selected areas and aspects of the quality of study programmes and to provide suggestions for their further development.

It is expected that the first study program to undergo this evaluation will be the *Teacher Training for Primary Education* undivided master's study programme – one of the first to be accredited at the Faculty of

⁵ *Strategic Plan of the Ministry of Education, Youth and Sports "(...) it is necessary to develop methods for evaluating the quality of education and verifying learning outcomes so that good practice can be recognized as objectively as possible and reflected in the evaluation of employees. This is naturally linked to strengthening the internal quality assurance processes of educational activities, which must not be limited to the function of internal accreditations in terms of verifying compliance with minimum standards, but must also have a strong development function aimed at improving quality in the future."*



Education. Very soon, study programs that have been granted accreditation for five years will also be evaluated (bachelor's study programmes in *Special education/speech Therapy*, *Chemistry with a focus on education*, *Physical education and sport with a focus on education*, and the post-bachelor's study programmes in *Education and interpretation in the field of cultural heritage*, *Speech therapy*, *Teacher training in chemistry for primary and lower secondary education*, *Teacher training in German for primary and lower secondary education*, *Teacher training in Russian for primary and lower secondary education*, *Teacher training in physical education for primary and lower secondary education*). According to the strategic documents of the Charles University, most of the University's study programs should be evaluated by the end of the 2021–2025 Strategic Plan.

An important role in the evaluation of study programmes will be played by their guarantors, who prepare a Self-Evaluation Report and other required background materials for their programmes. This report is based on available data from the SIS and gives a response to the opinion of an external assessor, the results of student evaluation and graduate evaluation. The Internal Evaluation Board is preparing methodological procedures that will specify both the schedule and the content for the evaluation of study programmes.

Charles University is aware of the complexity of the entire accreditation process, from the preparation of accreditations, negotiations and their approval, to monitoring the quality of the study programme and ensuring compliance with established standards. For this reason, a methodological and analytical platform is in preparation. This platform will bring together representatives of the faculties and provide the faculties with support in improving the quality of study programmes. It will also address specific study issues (drop-outs, sociological studies and research among students, methodologies for university teaching, curricular design, internationalization of SP, etc.) and serve as a methodological support for guarantors in the evaluation of study programmes.

The establishment of the department for accreditation and the quality evaluation of education serves as further confirmation that the Faculty of Education also attaches due importance to this aspect of educational activities. The agenda is overseen by the vice-dean for accreditation and the quality evaluation of education, and the inclusion of the department for accreditation and the quality evaluation of education in the faculty's internal rules of governance⁶. The tasks for the 2021–2025 period will include defining individual tasks in this new area, establishing rules for cooperation with other parts of the dean's office (especially with the student registry, the science and research department, and the department for distance education support), and with the faculty's pedagogical and non-pedagogical departments.

The main activities of the department for accreditation and the quality evaluation of education are conceptual and methodological support in the creation of accreditation files, coordination of the creation of accreditations, and the monitoring of quality in educational activities in all study programmes. Furthermore, it serves a methodological support for cooperation with guarantors of study programmes, as well as with all other members of staff who contribute to the preparation and evaluation of study programme, including the relevant vice-deans. Following the accreditation process, a further task is to prepare conditions for the admission procedure so that all required standards are met, including the links between bachelor's and post-bachelor's study programmes, and to fulfil the role of guarantor of the study programme.

⁶Dean's Measure 27/2020 Internal Rules of Governance.



An integral part of the relevant quality agenda in education is the support of vulnerable groups. In this area, the key priority is to coordinate and support the faculty's advisory services and support vulnerable groups of students, including those with special needs and socio-economic disadvantages. The Academic Advisory Centre of the Faculty of Education will participate in set tasks and develop its role for the benefit of not only students, but also the faculty's academic staff, particularly in the form of methodological support to help needy students.

The quality of educational activities is also related to monitoring success and seeking opportunities to recognize both students and staff. Therefore, the agenda of the relevant department also includes awards for students for educational and research activities, as well as awards for faculty employees.

Objective 1: The Faculty of Education emphasizes the preparation of new accreditations and monitoring of their quality in accordance with the evaluation study programmes at Charles University

Activities based on the CU Strategic Plan 2021–2025

- Support and coordination of the preparation of new study programmes in response to social needs and current trends in education, including new forms of education (online teaching, distance learning elements)
- Support and coordination of the preparation of individual study programmes in English
- Support of the expansion of accreditation with new forms of study (combined study, distance learning, study plan in English), expansion of the range of subjects offered in English
- Monitor the standards set by accreditation (guarantor of study programme and guarantors of courses, profiling subjects, graduate profile, state examination) as basic factors influencing the quality of the study programme
- Monitor ongoing adjustments to study programmes and plans, or rules for the organization of studies and related changes in teaching and study controls
- Monitor compliance with the control reports and corrective actions stipulated by the Internal Evaluation Board during the accreditation process, including the provision of study aids
- Support guarantors of study programmes in terms of their role, duties and powers in the creation of study programmes, the implementation of study programmes, and during their evaluation
- Support guarantors of study programmes in determining the conditions of the admission procedure and monitoring the continuity between bachelor's and post-bachelor's study programmes



- Support faculty staff in meeting ECTS rules (requirements for continuous work, independent preparation, allocation of content for indirect and direct teaching)
- Support the advanced training of employees to ensure the quality of educational programmes
- Cooperate with the Department of Quality of Educational Activities and Accreditation of the CU Rectorate in the preparation of accreditation files, as well as in the evaluation of quality and meeting of standards of accredited study programmes
- Collaborate with the methodological and analytical platform to increase the quality of Charles University's educational activities

Tools

- Seek offers for the creation of new accreditations, cooperation with professionals and other experts in defining the requirements for new accreditations, and in their evaluation
- Changes and modifications to existing accreditations (extension of accreditations to include a combined form of study, study plans in English, innovations according to current social needs – e.g. remote learning, increasing the number of subjects taught in English)
- Utilization of experience from extraordinary situations – provision of opportunities for partial online teaching, even in non-crisis situations, with the aim of the maximum effectiveness of full-time teaching
- Update of methodological materials for the preparation of accreditation files according to new rules at CU
- Processing of control reports and remedial measures, registration and control of study aids in combined study programmes
- Records of changes in study programmes (changes in study programme and course guarantors, changes in profiling subjects, changes in graduate profile and state examinations, modifications to study plans, teaching and study controls) and solutions to major changes in cooperation with the Internal Evaluation Board
- Preparation of methodological materials and seminars for guarantors of study programmes, including methodological support for the monitoring of previous courses for admission to post-bachelor's study programmes
- Preparation of methodological seminars for academic staff for compliance with ECTS rules, proportion of direct and indirect forms of teaching, and compliance with the requirements for study programmes as stated by accreditations
- Recruitment of an employee for the methodological and analytical platform with the aim of strengthening the development of the quality of educational activities, involving several employees in a team of faculty coordinators and a network of collaborating researchers and experts for evaluating the quality of educational activities and accreditations
- Collaboration with OKVA, a methodological and analytical platform for monitoring the quality of study programmes, with the Internal Evaluation Board



- Cooperation with faculty groups in meeting accreditation standards (working group for evaluation of teaching students, senate commissions, student subject-area boards, student associations)

Indicators

- Number of new study programmes that respond to the needs of the professional sphere or number of programmes with extended accreditation
- Changes and innovations in study programmes (number of announced changes and their analysis, number of changes in study programmes addressed through the Internal Evaluation Board)
- Number of updated methodological materials for the preparation of new accreditations
- Number of methodological materials for the compilation of an evaluation report on the quality of educational activities in the evaluated study programmes
- Number of methodological seminars for study programme guarantors for the preparation of accreditation files, the evaluation of study programmes, and on the role, rights and obligations of study programme guarantors
- Number of methodological seminars and materials on compliance with ECTS rules, including examples of good practice
- Number of meetings with representatives of faculty working groups for the monitoring and evaluation of quality in education and submission of proposals for improving quality in education – evaluation of teaching by students, student subject-area boards, student associations, and senate commissions
- Number of meetings with the Department for Accreditation and Quality of Educational Activities and representatives of the Internal Evaluation Board – accreditation and evaluation of study programmes

Objective 2: The Faculty of Education provides methodological and advisory support for the quality of educational activities in the provision of education to vulnerable groups of students and their teachers.

Activities based on the CU Strategic Plan 2021–2025

- Provide professional support for vulnerable groups in higher education – students with special needs, students with socio-economic disadvantages, students with temporary problems, students in difficult life and social situations, or other vulnerable groups of students
- Develop faculty advisory services (Academic Advisory Centre of PedF UK), as well as services for vulnerable groups of students
- Provide advisory services for academic staff in relation to vulnerable groups of students (methodological support, supervision), but also in terms of the needs of members of staff themselves (reconciliation of study, work and family life and a healthy lifestyle to prevent burnout)
- Support for peer advisory services (student tutors for at-risk student groups)



- Regularly evaluate the effectiveness of support services for students with special needs and other vulnerable groups of students (students from disadvantaged socio-economic backgrounds, students with temporary problems, students in difficult social and life situations, etc.)
- Monitor and support the accessibility of buildings, the availability of material and technical support for vulnerable groups of students
- Support the cooperation of individual service departments of the faculty for the benefit of vulnerable groups of students (Department for Accreditation and Quality of Educational Activities, CU Academic Advisory Centre, Student Registry, library, departments)
- Collaborate with other university departments (CU Point – Carolina Centre) and advisory centres of individual faculties of the University

Tools

- Creation of a comprehensive concept for care for vulnerable groups of students at the Faculty of Education in accordance with the standing of the PedF UK Academic Advisory Centre and the tasks of individual service departments
- Preparation of methodological materials for students from vulnerable groups, including examples of good practice and appropriate modifications to study in order to support the successful graduation of students with special needs and other vulnerable groups of students
- Provision of a wide range of information and advisory services (psychological, special pedagogical, study, and social law consultation, as well as speech therapy, assistant services, and crisis assistance)
- Elimination of physical, informational and social barriers that complicate study for the affected groups of students
- Provision of ongoing methodological support and supervision to academic staff and students with specific needs, according to their typology, provision of modified approaches to affected groups of students, and use of functional diagnostics assessments for modified approaches to study
- Methodical guidance of study programme guarantors, contact persons at departments and teachers of students with special needs, and provision of advanced training in the provision of support for students with special needs when studying at university
- Provision of advisory services at the PedF Academic Advisory Centre for academic staff in terms of their personal needs (reconciliation of study, work and family life and a healthy lifestyle to prevent burnout)
- Use of tutoring services for the benefit of students with special needs and other vulnerable groups of students



- Support for the further development of technical conditions for study, digitalized texts and sound recordings

Indicators

- Number of registered students with special needs in SIMS, number of registered students from other vulnerable groups in the faculty's internal system
- Number of functional diagnostics assessments processed
- Number of professional advisory consultations for vulnerable groups of students
- Number of professional advisory consultations for academic staff
- Number of peer tutorials (tutorials with student tutors)
- Number of new aids and other technological approaches for the benefit of vulnerable students
- Number of social scholarships at the faculty
- Number of participations in education – guarantors of study programmes, contact staff of departments, academic staff, service staff (study department, library, etc.)
- Volume of digitalized texts/number of digitalized publications
- Participation in joint events involving CU Point – Carolina Centre and advisory centres of other faculties of the University.

Objective 3: The Faculty of Education monitors the results achieved in educational, scientific and research activities, highlights examples of good practice and nominates students and academics for awards

Activities based on the CU Strategic Plan 2021–2025

(Motto from CU Strategic Plan 2021–2025: *The best people make the best university*)

- Support the further development of academic staff, monitor their career progress, examples of good practice, appreciate exemplary pedagogical, professional, research and creative activities
- Involve students on post-bachelor's study programmes in professional activities, prepare students for future research activities, record examples of good practice and appreciate results of study, extraordinary social achievements and artistic and sports activities, final theses and other professional activities



Tools

- Nomination of academic staff for awards for exemplary pedagogical, professional, research and creative activities (faculty, university and non-university awards)
- Nomination of students of undergraduate and doctoral study programmes for awards for study results achieved, extraordinary social achievements, artistic and sports activities, final theses and other professional activities (faculty, university and non-university awards)
- Publication of examples of good practice – extraordinary achievements by both students and academics

Indicators

- Number of extra-faculty awards bestowed on academic staff (Rector's Award, MEYS awards, foundation awards, etc.)
- Number of awards bestowed on students
- Number of publications of examples of good practice on extraordinary results achieved by both academic staff and students



Study

The forthcoming period between 2021 and 2025 brings with it challenging tasks for study at the faculty. One of these tasks will be to support the implementation of study programmes based on innovative principles that have just received accreditation as part of the institutional accreditation of Charles University, together with the study programmes and fields that have already been realized, and which will be gradually terminated. This situation will place high demands on all parts of the faculty, and particularly on study.

At the beginning of the 2020/2021 academic year, a total of 6,066 students studied at the faculty in bachelor's, master's and doctoral study programmes, 3,954 of whom studied full-time and 2,112 in combined form. Compared to the 2015/2016 academic year, the number of students increased by approximately 13%, of which 15% was in full-time study and 10% in combined study.

For the 2020/2021 academic year, the faculty opened a total of 138 subject areas/programmes, of which 108 were full-time (59 in bachelor's, 48 in post-bachelor's and 1 in undivided master's programmes) and 30 in combined study (18 in bachelor's, 11 in post-bachelor's and 1 in the undivided master's study programme).

Starting in the 2021/2022 academic year, the faculty will mostly offer applicants newly accredited study programmes focusing on the preparation of future teachers, most of whom are accredited in bachelor's and post-bachelor's study programmes for combined major/minor programmes, and a smaller proportion of study programmes will be offered to applicants with a full study plan. Based on experience from previous years, a high degree of interest from applicants is expected in non-pedagogical study programmes, as well as in one undivided master's program.

A significant number of study programmes and their combinations, on the one hand, cater to applicants and respond to the needs of schools; however, on the other, this can create certain scheduling and capacity issues in the organization of studies, which need to be addressed. Emphasis will be placed primarily on quality in the teaching of all accredited programmes/subject areas. However, in order to achieve this, it will be necessary to work closely with all areas provided by the faculty, as it is not possible to implement quality teaching without an emphasis on scientific growth and the advanced training of academics, the involvement of international experts in teaching, encouraging students to participate in research activities, the adequate presentation of courses at PedF UK and optimal facilities for study, whether in terms of appropriate dislocation, technical equipment, or the functionality of auxiliary workplaces.

In order to meet the goal of the quality of education, increased emphasis will be placed on the purposeful preparation of students for their future careers. This applies in particular to teacher training programmes, which will require that teacher and further training permeate the entire course, i.e. that, in accordance with the newly accredited study plans, didactic elements form an integral part of the subjects. This targeted focus on future professional life must also be reflected in the content and form of the examination of knowledge and skills in state examinations, which should clearly reflect the competences required for the teaching profession.



The same emphasis on the quality of education will be present in the implementation of non-pedagogical study programmes.

One issue that is closely related to the above tasks is the issue of cooperation with primary and secondary schools in the organization of practical teacher training. The system of practical teacher training will need to be updated in line with the needs of society, whereby the main effort will focus on building a concept for practical clinical training that is based on a newly created platform for cooperation with school directors.

In order to attract high-quality applicants, it will be necessary to calibrate the optimal means for the promotion of study at the faculty, including the range of preparatory courses, in which applicants will have the ideal opportunity to acquaint themselves with the faculty environment, the concept of the study programme, and admission requirements. It will also be necessary to create a new, comprehensive system of admission procedures that corresponds to the newly accredited study programmes.

Communication with graduates will also be a necessary task for student affairs. Closer cooperation with graduates can be a valuable source of feedback for determining the extent to which students' acquired knowledge and skills are applicable in their future profession. The evaluation of student tuition, which can provide significant impulses for the improvement of teaching, will naturally continue.

The experience gained from the COVID-19 crisis cannot be overlooked in the creation of the Strategic Plan, as this period has brought challenges that will need to be reflected in future teaching, be it in terms of methods or forms of teaching. This means ensuring, for example, the advanced training of academic staff in the use of technical and electronic means that can meaningfully improve teaching.

Attention will also be paid to new forms of teaching, such as the team or tandem teaching method, in which the experience of academic staff is shared in order to synthesize knowledge, as the integration of subjects across multiple disciplines is one of the basic principles of the new concept of accreditation.

Objective 1: The Faculty of Education emphasizes the organization of studies leading to better education

Activities based on the CU Strategic Plan 2021–2025

- Support the implementation of newly accredited study programs through innovated study organization processes
- Support the application of new, innovative teaching methods in line with the needs arising from newly accredited study programmes, such as team and tandem teaching, enabling the sharing of academic experience and knowledge synthesis in line with the similar nature of some multidisciplinary subjects that combine a number of specialist disciplines, or options for individualized feedback to students



- Focus on the use of experience from emergencies in order to streamline teaching methods and forms due to the wider application of modern technologies
- Create a new concept for the recognition of results of previous education in accordance with the amendment of the Higher Education Act
- Create conditions for successful graduation in all study programmes
- Continue to computerize the study agenda in order to streamline its processes (e.g. address the electronic submission of student applications and the closer interconnection of the electronic study system and electronic file service)
- Deepening of cooperation with the commissions of the Academic Senate of PedF UK, student subject-area boards and student associations for the purpose of the optimal calibration of processes in the study agenda or the joint systematic resolution of problems in the implementation of teaching
- Monitor the quality of final theses in accordance with the principles of academic integrity and create a new concept for the presentation of exceptionally high-quality final theses
- Continue student tuition evaluation processes with the aim of obtaining suggestions leading to the improvement of tuition

Tools

- Continuous creation of methodological materials facilitating the implementation of newly accredited study programmes
- Organization of seminars for academic staff with the aim of presenting examples of good practice in the implementation of teaching in newly accredited study programmes
- Creation of a new concept for the recognition of results of previous education in accordance with the amendment of the Higher Education Act
- Systematic analysis and subsequent formulation of measures leading to the improvement of the graduation rate
- Cooperation with the relevant departments at Charles University and PedF UK when making changes in the computerization of study
- Joint meetings with representatives of the commissions of the Academic Senate of PedF, student subject-area boards and student associations
- Continuous analysis of the quality of final theses and formulation of measures leading to improvement. Creation of a concept for the presentation of exceptionally high-quality final theses
- Seeking of opportunities for increasing student participation in evaluation and optimizing the relationship of students and academics to the assessment process and its outcomes



Indicators

- Methodical materials for the implementation of newly accredited study programmes
- Number of methodological seminars focusing on the exchange of experience with the implementation of tuition in newly accredited study programmes
- Creation of a new concept for the recognition of results of previous education in accordance with the amendment of the Higher Education Act
- Analysis of the graduation rate, number of improvement measures, and comparison of the graduation rate before and after the introduction of measures
- Number of newly computerized processes
- Number of meetings with representatives of the commissions of the Academic Senate of PedF UK, student subject-area boards and student associations and relevant areas, and analysis of changes resulting from meetings
- Analysis of the quality of final theses and the concept for the presentation of high-quality final theses
- Number of students involved in the evaluation of tuition; analysis of the course and results of evaluation in terms of benefits for students and academic staff

Objective 2: The Faculty of Education emphasizes the high-quality, targeted preparation of students for future professions

Activities based on the CU Strategic Plan 2021–2025

- Purposeful deepening of the preparation of students of teacher training programmes for future professional life so that, not only does teacher and other professional training permeate the entirety of study, but also in the examination of knowledge and skills in state examinations.
- Support the deepening of the targeted preparation of students of non-pedagogical study programmes for future professional life
- Develop cooperation between the faculty and schools in the implementation of practical training and placements and develop a system of faculty and cooperating schools and cooperating workplaces, including through a newly created platform for cooperation with school directors
- Harmonize the conditions for the implementation of all practical training for teacher training and non-pedagogical study programmes and update the concept for internships in newly accredited study programmes
- Significantly improve the options for practical teacher training through a new concept of clinical schools and seek funding opportunities for their subsequent implementation



- Encourage the involvement of professionals who can help to link theory and practice
- Focus on closer cooperation with graduates in order to obtain feedback to determine the degree of applicability of students' knowledge and skills in their future profession (e.g. through the creation of a database or through contacts at teaching workplaces)

Tools

- Organization of seminars for teaching workplaces in order to exchange experiences in the application of targeted didactic training throughout study
- Creation of a further platform for cooperation between the faculty and school directors
- Creation of a concept with harmonized conditions for the implementation of all practical training in teacher training and non-pedagogical study programmes
- Update of the concept of practical training in newly accredited study programmes
- Systematization of cooperation between professional workplaces and the faculty
- Creation of a concept for clinical schools at PedF UK and seeking of funding opportunities
- Support for workplaces in finding and involving professionals in the training of future teachers
- Seeking of opportunities for the creation of a group of cooperating graduates and systematization of the content of communication targeted at graduates

Indicators

- Number of methodological seminars focusing on the exchange of experience in the application of targeted didactic training throughout study
- Functional platform for cooperation between the faculty and directors of selected schools
- Completed concept with harmonized conditions for the implementation of all practical training in teacher training and non-pedagogical study programmes
- Number of professional workplaces cooperating with the faculty according to the new concept
- Updated concept for practical training in newly accredited study programmes
- Completed concept for clinical schools and finding of means of financing
- Number of professionals involved
- Number of events focused on communication with graduates and the analysis of relevant areas



Objective 3: The Faculty of Education is an open institution for all applicants and focuses on taking into account the needs of all students

Activities based on the CU Strategic Plan 2021–2025

- Collaboration on the promotion of study at the faculty in order to attract high-quality applicants
- Systematization of the range of preparatory courses enabling applicants to become acquainted with study at PedF UK
- Modification of the admission process with regard to the specific aspects of newly accredited study programmes, including ongoing adjustments based on experience gained
- Effective calibration of the method for verifying the knowledge and skills of applicants for each study programme in order to recruit high-quality applicants

Tools

- Calibration of the system for promoting study at PedF UK based on the evaluation of previous analyses
- Creation of a systematic concept for preparatory courses, including methodological guidelines
- Identification of necessary organizational changes in the admission procedure and creation of methodological materials for their implementation
- Ongoing application of project results in the admission procedure (realized in the previous period) when modifying the method of verifying applicants' knowledge at individual workplaces at which newly accredited study programme are taught

Indicators

- Creation of a system for the targeted promotion of study at PedF UK
- Number of preparatory courses according to the newly calibrated concept
- Analysis of necessary organizational changes in the admission procedure and the number of methodological materials
- Number of study programmes with innovative methods of verifying candidates' knowledge



Lifelong and distance learning (modern and flexible forms of education)

The constant challenge for expanding the educational role of the faculty is to focus on various types of lifelong learning and to support the educational process through distance learning.

Lifelong learning is, in accordance with the long-term plan of the University, one of the important priorities of the faculty. Through the organization and development of these courses the Faculty of Education advocates the trend of lifelong learning, which is characteristic of today's society. Although participants in lifelong learning programmes do not have the full status of a student and a member of academia, the faculty considers them an important and indispensable part of the academic community. It not only provides them with the required education for a fee, as is common in commercial educational institutions, but also endeavours to involve them in faculty life and is interested in their experiences and opinions. Lifelong learning at the faculty is no longer just a subsidiary activity, but a fully-fledged component of educational activities, one that is based on research, artistic and other creative activities of academic staff. The faculty provides lifelong learning in accredited programmes that form part of advanced training for teaching staff (DVPP), which includes programmes to supplement and expand professional qualifications, as well as various types of specialization studies. It also offers a number of hobby courses and programmes for the University of the Third Age. Implementation and professional guarantee of individual programmes. The organizational and administrative agenda is provided by the Centre for Lifelong Learning of the Faculty of Education. The Centre for Lifelong Learning provides accreditation and promotion for all lifelong learning programmes at the faculty and advisory activities for their participants. Lifelong learning activities at the faculty are overseen by the vice-dean for lifelong learning and distance education, who is accountable for these to the dean of the faculty. According to current trends in European education, lifelong learning is influenced by changes in the labour market, which inevitably lead to the strengthening of its role in the lives of all. It is therefore necessary to not only cultivate this area of education in practice, but also to reflect on and research its theoretical aspect.

Distance learning is connected with, and currently strongly accented by, inter alia lifelong learning. The lifelong learning concept also falls within the competences of the Vice-Dean for Lifelong Learning and Distance Education, and the faculty provides methodological support to the Department for the Support of Distance Education, technical support by the Information Technology Centre, and implementation through departments and institutes. Distance learning has recently experienced widespread development, mainly due to the crisis situation caused by the pandemic, and has a significant impact on both lifelong learning and all types of undergraduate and postgraduate education. Support for the implementation of courses taught remotely is a challenge for the coming period for all study programmes implemented at the faculty, in both combined and full-time study. In order to ensure the preparation and implementation of distance learning support in the following period, the faculty will also support the advanced training of academic staff in this area, and will expand methodological and technical support for them in creating online courses for all types and forms of study.



Objective 1: The Faculty of Education strengthens its role in the field of professional lifelong learning of pedagogical staff and develops this role with regard to changes in the relevant legislation

Activities based on the CU Strategic Plan 2021–2025

- Expansion of the range of lifelong learning programmes to cover the full range of needs of teachers and to meet the demands of the deepening professionalization of the teaching profession, while responding to the needs of the professional sphere
- Streamlining of the administration and organization of lifelong learning programmes at the faculty to allow expansion of the range of courses while maintaining high demands on quality
- Close cooperation with the CU Centre for Lifelong Learning and departments providing lifelong learning at CU faculties
- Linking of lifelong learning programmes with the teaching or artistic activities of faculty departments and institutes, which, as the basic pedagogical workplaces of the faculty, generate new knowledge
- Expand the range of lifelong learning guarantors at departments and institutes who work closely with the Centre for Lifelong Learning
- Ongoing evaluation and quality management of lifelong learning programmes
- Improved promotion and provision of information on lifelong learning programmes
- Creation of mechanisms for the quality evaluation of lifelong learning, similar to the student evaluation of teaching in undergraduate studies
- Increased information value of evidence of learning outcomes in lifelong learning for employers
- Promotion of the range of lifelong learning courses through career guidance provided to both students and the general public

Tools

- Provision of information and organizational services for faculty workplaces involved in lifelong learning
- Accreditation of new programmes and re-accreditation of existing DVPP programmes (courses in the pedagogical sciences, courses for the enhancement of professional qualifications, courses to meet other qualification requirements), taking into account the needs of the professional sphere
- Full electronic administration of the accreditation procedure for lifelong learning and advisory programmes for academic staff, participants in education and the public



- Increased user comfort in the computerization of lifelong learning agendas
- Improved computerized evaluation of tuition by participants in lifelong learning programmes
- Implementation of electronic records and archiving of final theses for lifelong learning programmes
- Promotion of lifelong learning programmes through days, information days and similar events
 - Continuous updating of the faculty's lifelong learning website, with a focus on the programmes offered in lifelong learning

Indicators

- Number of implemented lifelong learning programmes focusing on professions accredited within the DVPP framework
- Number of implemented extracurricular lifelong learning programmes accredited within the DVPP framework
- Number of implemented U3A programmes accredited within the DVPP framework
- Number of participants in these programmes
- Number of events aimed at promoting lifelong learning programmes
- Quality evaluation of educational programmes by participants in lifelong learning

Objective 2: The Faculty of Education is expanding the range of lifelong learning courses with other forms and types of programmes beyond the DVPP framework

Activities based on the CU Strategic Plan 2021–2025

- Expansion of the range of lifelong interest programmes beyond the DVPP framework
- Focus on providing retraining courses in education
- Strengthening and increased promotion of the range of University of the Third Age programmes, participation in activities organized by the Association of Universities of the Third Age



Tools

- Analyses of the needs of further education in areas in which the faculty has experts at its own academic and other workplaces
- Accreditation of suitable requalification courses in education
- Determination of the interest of target groups in U3A courses in areas in which the faculty has experts at its academic and other workplaces

Indicators

- Number and quality of extracurricular programmes outside the DVPP framework
- Number of accredited requalification courses in education
- Number and quality of implemented U3A programmes
- Number of events to promote lifelong learning programmes outside the DVPP framework
- Results of the quality evaluation of educational programs by participants in lifelong learning outside the DVPP framework

Objective 3: The Faculty of Education is expanding the range of courses for undergraduate and postgraduate education and for lifelong learning programmes in distance form

Activities based on the CU Strategic Plan 2021–2025

- Strengthen the motivation of higher education institutions to develop the range and innovate methods of flexible forms of education, including education provided online
- Enable the better reconciliation of study with the work and family life of participants in education and improve conditions for successful study in combined form
- Increase the use of elements of distance forms of education, including in full-time study programmes

Tools

- Analysis of the current state and perspectives of the implementation of flexible forms of education in all types of study at the faculty, including international students on academic exchange visits (e.g. the new Erasmus+ programme)
- Utilization of experience from emergency situations to anchor the options for implementing online teaching, including in a non-emergency situation, with the aim of the maximum effectiveness of full-time and combined teaching
- Creation of study aids for distance education that are also usable in non-emergency situations



- Publication of examples of good practice in distance education for internal needs and for educators in general

Indicators

- Number of electronic study aids in the form of e-learning courses, interactive learning media and other electronic learning resources
- Number of examples of good practice in distance education presented in various forms, with a focus on various target groups, including the new Erasmus+ programme
- Implementation of distance education standards for the implementation of various types of study programmes provided at the faculty
- Organization and number of courses for academic staff with a focus on flexible forms of education (online teaching, interactive teaching media, activating forms and methods of education, etc.)



International cooperation and international relations

One of the important prerequisites for the development of the faculty's educational and research activities is its involvement in international cooperation and in existing international networks of experts. The faculty strives to ensure that its workplaces are involved in cooperation with prestigious international universities to allow it to participate more significantly in cooperation with strategic partners (CU's alliance partners).

Long-term international cooperation is based on bilateral agreements. The faculty aims to be an active user of interuniversity agreements of CU; the CU Rectorate is currently evaluating the effectiveness of the use of university agreements; some agreements will not be extended. However, the Faculty of Education is ready to enter into agreements at faculty level if these prove necessary and beneficial. This situation currently concerns the university agreement with Uni Joetsu, in which PedF UK and FF UK participate.

An important role for international cooperation of workplaces is played by interfaculty agreements and/or memoranda. These agreements are concluded in such a way that further faculty departments can participate in them in accordance with their concept of internationalization.

The Faculty of Education pays great attention to ensuring that, during their studies, its doctoral students have the opportunity to go abroad for study mobility, and/or practical training, or summer school. Extended stays abroad for students and doctoral students are an extremely valuable source of knowledge and inspiration for study and work, for establishing contacts for further cooperation in their fields, and for learning about cultural values and understanding of current events in the world. ERASMUS+ bilateral agreements are also used for study mobility and placements. For the 2020/21 academic year, PedF UK has concluded 149 agreements in education, 45 in the arts, 30 in the humanities, 63 in languages, 19 in the social and behavioural sciences, 13 in the biological and related sciences, 1 for environmental studies, 2 in mathematics, 1 for ICT and computer science, and 1 for health medicine. These agreements are used for both student and academic mobility. Most of these contracts will also be applicable for 2021/22. In view of the major changes to the ERASMUS+ mobility programme being prepared by the EU, as well as Brexit, special attention needs to be paid in 2021 to concluding new agreements and arranging cooperation with British universities under new conditions in order to build on the current range of offers for student and academic exchanges. A network of ERASMUS+ coordinators from academic departments, whose work will be based on their workplaces' internationalization strategies, will be utilized to ensure this.

As in the ERASMUS+ programme, new types of mobility will be increasingly promoted in other mobility programmes (CEEPUS, etc.) – combined (blended or hybrid) and online (virtual)⁷. In 2021, PedF workplaces will have to deal with how to provide these new forms of mobility for international students and for hosting international academics.

In any case, PedF should have a system of international agreements at its disposal that allows it to fulfil the CU motto that "the best people make the best university" in the sense that the faculty is ready to host



prominent international academics and for its staff to be able to travel abroad to give lectures and participate in international projects.

The faculty wishes to continue its involvement in international institutional associations, as well as in international networks of academic staff and doctoral students. It will pay close attention to the possibilities for more intensive involvement in cooperation with partners from the 4EU+ Alliance.

Objective 1: The Faculty of Education is building facilities for the admission of international scholars for long-term lecture stays and their involvement in further cooperation⁷

Activities based on the CU Strategic Plan 2021–2025⁸

- Open up to new ideas and knowledge contributed by international scholars and share them with academics, doctoral students and students
- Support the hybrid and/or virtual mobility of international scholars at PedF
- Support the hybrid and/or virtual mobility of PedF academic staff at universities abroad
- Support academic staff in the implementation of acquired experience into teaching and research activities at the faculty after returning from stays abroad
- Support academic mobility with international strategic partners of Charles University and with existing partners of the faculty, including partners from the United Kingdom
- Support the mobility of junior academics (Junior Fund – 11 Internationalization – Measure 9)

⁷ In order to fulfil this goal, it is possible to utilize Indicator D, Mobility Fund, Direct Interuniversity Cooperation, IPR – Internationalization Fund at Charles University (Measure 11).

⁸ IV – Internationalization as a prerequisite for quality and competitiveness.



Tools

- Analysis of international experience and contacts of PedF UK workplaces (foreign-language courses, projects, research teams, publication teams, etc.)
- Analysis of strategies for the internationalization of PedF UK workplaces
- Identification of factors that prevent the involvement of the faculty in international projects
- Analysis of the experience of workplaces with international projects (KA1, KA2, Jean Monnet, etc.) and evaluation of their impact on further international cooperation and research and pedagogical activities

Indicators

- Number of international academic staff admitted to the faculty (Internationalization Fund for the year 2021 – 3 people, Internationalization Fund for 2022-25 – 9 people)
- Number of international institutions with which active international cooperation (publication outputs, projects, lecture visits, preparation of foreign-language courses, etc.) is implemented
- Compendium of international projects at PedF in the period 2016–2020
- Number of stays abroad by academic staff realized by individual forms (in-person, hybrid, virtual)
- Number of stays by international scholars realized through individual forms (in-person, hybrid, virtual)

Objective 2: The Faculty of Education creates conditions and builds facilities for students going abroad and for the admission of international students (including students on placements, freemovers, etc.) for study or practical training at PedF UK, in all forms of study – full-time, hybrid and virtual⁹

Activities based on the CU Strategic Plan 2021–2025

- Support for students to go abroad for study mobility and placements and to apply their acquired experience in their studies and/or in their research activities
- Support students to use not only the in-person form for stays abroad, but also new forms – hybrid and/or virtual

⁹ The Mobility Fund, Direct Interuniversity Cooperation, POINT, special-purpose scholarships, the ERASMUS+ programme, and IPR – Internationalization Fund at Charles University can all be drawn on to fulfil this objective (Measure 11).



- Support for the organization and provision of hybrid and/or virtual forms of mobility for international students
- Calibration of principles and methodology of virtual mobilities and auxiliary tools for their implementation (11 Internationalization – Measure 9)
- Promotion of student mobility at universities in the United Kingdom
- Support for the mobility of disadvantaged students (11 Internationalization – Measure 9)

Tools

- Analysis of the experience, benefits and impact of student mobility abroad
- Analysis of the experience, contribution and impact of study mobility of international students at PedF UK
- Evaluation of the quality and organization of teaching activities and practical training for incoming international students

Indicators

- Number of international students visiting the faculty for mobility and/or placements at PedF UK
- Number of international institutions with which active international cooperation (student exchanges, practical placements, projects, publication outputs, etc.) is implemented
- Number of outgoing PedF UK students receiving support for mobility and/or practical placements (IPR: 10 students in 2021, 30 students in 2022–25)
- Number of student stays abroad realized through individual forms (in-person, hybrid, virtual)
- Number of stays by international students realized through individual forms (in-person, hybrid, virtual)

Objective 3: The Faculty of Education is building a system of contracts for the implementation of strategies for the internationalization of workplaces and to meet the needs of academic and student mobility

Activities based on the CU Strategic Plan 2021–2025¹⁰

- Engage in cooperation with strategic partners of Charles University (virtual lectures, workshops, preparation of joint courses)

¹⁰IV – Internationalization as a prerequisite for quality and competitiveness.



- Effort to establish contacts with a key partner of Charles University (e.g. University of Melbourne, Universität Köln)
- Continued cooperation with British universities, even after Brexit
- Evaluation of the benefits and impact of existing agreements with international partners

Tools

- Analysis of strategies for the internationalization of PedF UK workplaces
- Evaluation of the benefits of existing agreements with international partners
- Identification of other important international universities in order to negotiate agreements for co-operation in education and research (IV Internationalization as a critical prerequisite for quality and competitiveness – Strategic Partnerships)
- Evaluation of offers by the International Relations Office of the CU Rectorate for participation in university agreements with international partners
- Analysis of offers from abroad for cooperation and the preparation of international projects; evaluation of offers from the United Kingdom

Indicators

- Number of activities of strategic partners of Charles University in which the faculty is involved
- Number of bilateral faculty agreements and/or memoranda on international cooperation
- Number of university agreements with PedF UK participation
- Number of agreements with institutions/universities in the United Kingdom

Objective 4: The Faculty of Education is ready to implement the new concept of the ERASMUS+ programme so that PedF UK becomes a sought-after educational institution for international ERASMUS+ students and for teaching mobility/lecture visits by international in all forms (in-person, hybrid and virtual)

Activities based on the CU Strategic Plan 2021–2025

- Calibration of a methodology for the new model of virtual and/or hybrid student mobility for incoming international students at PedF UK, including students from the United Kingdom (11 Internationalization – Measure 9)



- Creation of a support system for incoming international students (to ensure social contacts with Czech students, meetings of international students, buddy system, etc.) (13 Services for international students and staff)
- Offer a sufficient number of foreign-language courses (for international students) in all forms – in-person, hybrid and virtual – with the effective use of digital technologies
- Integrate the teaching activities of incoming international scholars and foreign-language courses into teaching at PedF UK in all forms – in-person, hybrid and virtual – with the effective use of digital technologies

Tools

- Cooperation with student subject-area boards and student associations to create a buddy network and organize events for international students
- Cooperation with ERASMUS+ coordinators at academic departments
- Analysis of the range and quality of existing foreign-language courses and their modification so that they are implemented in all forms – in-person, hybrid and virtual – with the effective use of digital technologies
- Active participation of staff members in Staff Week events at universities abroad, events held by both international institutions (European Commission, etc.) and domestic institutions (DZS, etc.) to share current information and experience with the new concept for the ERASMUS+ programme

Indicators

- Number of events for international students
- Number of student buddies from PedF
- Number of foreign-language courses for international students on ERASMUS+
- Numbers of incoming ERASMUS+ students in all forms – in-person, hybrid and virtual
- Numbers of incoming international academics involved in teaching activities for international students implemented in all forms – in-person, hybrid and virtual
- Number of agreements concluded for the new ERASMUS+ programme
- Number of international partners with whom agreements have been concluded for the new ERASMUS+ programme
- Number of countries with which agreements have been concluded for the new ERASMUS+ programme



Objective 5: The Faculty of Education is ready to implement the new concept of the ERASMUS+ programme so that its students are motivated and ready to study at universities abroad and academics are able to implement educational activities at universities abroad in all forms (in-person, hybrid and virtual)

Activities based on the CU Strategic Plan 2021–2025

- Calibrate a methodology for the new model of virtual/hybrid student mobility for PedF students going abroad, including to the United Kingdom following Brexit (11 Internationalization – Measure 9)
- Promote the learning mobility of academics abroad, including the United Kingdom following Brexit, in all possible forms: in-person, hybrid and virtual (11 Internationalization – Measure 9)

Tools

- Cooperation with Erasmus coordinators of CU Rectorate
- Cooperation with ERASMUS+ coordinators at academic departments
- Cooperation with the department for lifelong learning and distance education

Indicators

- Numbers of outgoing students within the new ERASMUS+ concept in all forms of mobility (in-person, hybrid and virtual)
- Numbers of outgoing academics for learning mobility within the new ERASMUS+ concept in all forms (in-person, hybrid and virtual)

Objective 6: The Faculty of Education is actively involved in international networks, associations, alliances (including the 4EU+ Alliance), with a focus on fields that are cultivated at PedF

Activities based on the CU Strategic Plan 2021–2025¹¹

- Continued involvement of the faculty in associations and networks of which it is an institutional member.
- Participation in other international networks and associations

¹¹IV – Internationalization as a prerequisite for quality and competitiveness.



- Encouragement of the mobility of academics to partner universities of the 4EU+ Alliance in order to discuss joint projects, jointly taught courses, and the implementation of joint workshops and seminars (IV Internationalization as a critical prerequisite for quality and competitiveness).
- Support for the establishment of international research teams through the 4EU+ Alliance.

Tools

- Cooperation with the European Centre of the CU Rectorate
- Institutional membership of PedF in ATEE
- Institutional membership of PedF in CiCea
- Building of a network as part the Jean Monnet project 621298-EPP-1-2020-1-EN-EPPJMO-NETWORK "Citizenship Education in the Context of European Values – The Educational Aspect"
- Involvement of the academic department of pre-primary and primary education in the NETT network
- UNICA International Student Conference
- Connection to the CEEPUS network
- Evaluation of PedF's involvement in the 4EU+ Alliance
- Organization of visits to universities involved in the 4EU+ Alliance in order to discuss specific cooperation in educational activities through 4EU+ (IPR for 2021)

Indicators

- Number of institutional memberships with the active involvement of PedF in international associations and networks
- Number of CEEPUS networks in which PedF is involved
- Number of visits to 4EU+ Alliance partner universities
- Educational activities carried out in cooperation with 4EU+ Alliance partner universities



Objective 7: The number of international students in foreign-language study programmes at the Faculty of Education is increasing

Activities based on the CU Strategic Plan 2021–2025

- Continued accreditation of foreign-language study programmes
- Creation of a working group involving the Dept. for Accreditation and Quality of Educational Activities, the Dept. for the Support of Distance Education, Dept. for Research Activity, the Dept. for External Relations and Organizational Affairs and the Dept. for International Relations, with the aim of developing its own marketing strategy for attracting international students and doctoral students to foreign-language study programmes

Tools

- Cooperation with the CU Rectorate for the promotion of foreign-language study (POINT UK, STUDY IN, etc.)
- Evaluation of experience with the implementation of individual foreign-language study programmes

Indicators

- Proposal of marketing strategy for attracting international students (self-payers)
- Number of accredited foreign-language study programmes (NMgr., PhD.)
- Number of international students in NMgr. and/or Ph.D. accredited foreign-language study programmes
- Number of graduates of foreign-language study programmes



External relations and internal relations, student organizations

All areas described in this section share a common starting point – a strategic document, the creation of which was initiated by PedF UK initiated in the previous period. The emphasis on conceptual work is extremely important here. It eliminates random, non-systematic activities and is based rather on strict sequences of individual steps. It is at all times based on a developed concept based on data analysis, from which it derives possible variants of solutions. Subsequently, activities are applied in practice with greater efficiency due to their synergistic effects.

External relations

In the previous period, the faculty focused mainly on laying the foundations for brand building, promotion among applicants and work with new media. These activities were intended to guarantee that the path taken by the faculty in this area would fully correspond to current trends in communication and that it would also be an independent and, in some ways, unconventional path. This was indeed the case; the faculty set out on unexplored journeys and endeavoured to find new activities (professional management of social networks, creation of its own content, work with data, work with metrics, promotion focused on applicants), particularly in the promotion of the brand and its key mission. However, this led to a delay in the promotion of other activities, such as research and work with graduates. Despite this, the foundations have already been laid for the truly long-term, sustainable implementation of the corresponding activities in this area, too, and the faculty will focus on these activities until 2025. The main, and also comprehensive, goal is to continue the successful building of the brand, to support it with a greater emphasis on the presentation of staff and students in the media, and to work with graduates.

Internal relations

The Faculty is aware of the importance of keeping its staff and students informed, and has therefore set the strengthening of inward communication, so as to ensure everyone receives crucial information in a timely manner and in a completely comprehensible form, as one of its key priorities for the period 2021-2025. The cornerstone for this period will be a conceptual document (with the necessary external assistance) that will contain a clear set of activities that reflect the real needs of staff and students. The concept will be gradually put into practice during the planned period.

Student organizations

In the previous period we were able to create a unique, stable system of student organizations with clear rules of operation and support, one that is accepted by the general student community. This system sets clear boundaries for student organizations, while at the same time being able to respond flexibly to their needs so that they can continue to develop. For the period up to 2025, we propose the stabilization of the system with minor conceptual changes. Above all, it will be necessary to clarify the rules for activities and respond to the current needs of student organizations.



Objective 1: The Faculty of Education has a functional alumni club that is connected to the Alumni Club of Charles University

Activities based on the CU Strategic Plan 2021–2025

- Build and strengthen the importance and good name of Charles University and the identification of students, staff and graduates with their alma mater. Focus on improving communication between students, staff and graduates and enhancing their awareness of events at the University

Tools

- Create a viable long-term concept for the alumni club – one that responds to the needs of graduates and faculty based on data
- Apply the concept of a faculty alumni club in practice and in the creation of a club
- Evaluate the activities and development of the alumni club every year

Indicators

- Optimization of the faculty concept of the alumni club and its testing in practice
- Creation of an alumni club
- Number of graduates involved
- Annual evaluation report on the activities of the alumni club

Objective 2: The Faculty of Education as a centre for education topics

Activities based on the CU Strategic Plan 2021–2025

- Create and strengthen the coordinated development and promotion of the "Faculty of Education" brand based on the adoption of a comprehensive marketing strategy for the faculty
- Open cooperation to external partners and service to society in the form of a third role so that most workplaces contribute to it and, together with teaching and research, form an integral part of the faculty's activities

Tools

- Creation of a group of academic and research staff who will cover most topics related to education



- Creation of a platform for Czech and international journalists that will bring together contact persons and experts on education issues from CU and MUNI, and thus connect the two largest universities in the Czech Republic through a common goal – the cultivation of a discussion about education
- Involvement of the faculty in the news portal prepared by Charles University, Czech Television and Czech Radio
- Involvement of PR agencies for greater media coverage on strategic topics

Indicators

- Creation of a platform for Czech and international journalists that will connect contacts with experts on education issues from CU and MUNI
- Number of journalists registered on the platform
- Number of appearances of PedF UK in the media

Objective 3: Promotion among applicants and long-term building of the PedF UK brand

Activities based on the CU Strategic Plan 2021–2025

- Build and strengthen the good name of the Faculty of Education and the solidarity of students, employees and graduates
- Adopt an internal communication strategy
- Based on the adoption a comprehensive marketing strategy by the University, strengthen the coordinated development of the promotion of the faculty

Tools

- Application of activities, related to the existing "brand strategy", which describe the direction of and cornerstones for the future successful building of the PedF UK brand
- Creation of a faculty-wide tone manual¹², which will be followed by the dean's office and organizational units of the faculty for the support of educational and creative activities or for the provision of information services (cf. Organizational Rules of PedF UK)
- Establishment of a system for the promotion of study programmes at PedF UK based on the evaluation of existing analyses

Indicators

- Creation of a system for the targeted promotion of study at PedF UK

¹²The tone of voice (or brand voice) determines how the brand speaks, but also how it does not speak.



- Creation of a tone manual for the components of the dean's office and organizational units of the faculty for the support of educational and creative activities or for the provision of information services by PedF UK
- Establishment of long-term cooperation with a marketing agency

Objective 4: Internal communication

Activities based on the CU Strategic Plan 2021–2025

- Improve mutual communication between students and staff and strengthen their awareness of what is happening at the university
- Support internal and external communication by making better use of the possibilities of information technology, new media and social networks.

Tools

- Preparation and application of the concept of long-term sustainable internal communication with employees and students of PedF UK
- Gradual application of the above concept

Indicators

- Completion of an internal communication concept
- Annual questionnaire for employees and students to determine their satisfaction with internal communication

Objective 5: Student organizations

Activities based on the CU Strategic Plan 2021–2025

- Consistently advocate the principles of academic self-government, build and strengthen the good name of PedF UK and the solidarity of students, employees and graduates, and contribute both financially and materially to the activities of student associations

Tools

- Optimization of the system of student organizations at PedF UK as one of the basic elements of student life at PedF UK
- Streamlining of communication between PedF UK management and student organizations



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Indicators

- Total number of student organizations at PedF UK
- Number of events organized by student organizations



Development of and provision for faculty activities

Qualified, competent staff and adequate material and technological facilities are the prerequisite for ensuring all key activities at the faculty. In the area of human resources (HR), the faculty ensures a balanced representation of all levels of academic qualifications with regard to long-term needs based on individual accredited of undergraduate and postgraduate study programmes, as well as the rational creation and filling of positions for non-academic staff. In most cases, the requirement for the qualification and personal growth of academic and non-academic staff is met in the form of thematic courses focusing on language, pedagogical, digital and managerial competences or linked to specific courses and seminars to consolidate legal, economic, PR and administrative/organizational knowledge and skills, and skills deriving from the integration of new internal faculty and university systems and applications (e.g. economic system, SIS, SPR UK, ESS UK, etc.) and legislative directives and regulations. These activities are financially supported either through the routine grant to the workplace or from the faculty's extra-budgetary resources (i.e. IP 2021, PP SŘ 2022–25, grant P and fund F, CRP), as well as the implementation of faculty and university ESF projects. The aforementioned area of human resources is closely linked to the highly developed internal system for the evaluation of academic employees, which is implemented at the faculty through the multi-criteria evaluation of workplaces. This system is maximally transparent and is modified annually in cooperation with the commission for multi-criteria evaluation, with an emphasis on reflection on the current state and the needs of the faculty, with regard to trends and boundaries set by the University. The results of multi-criteria evaluation are freely available for all employees on the faculty intranet, including a detailed manual explaining the principles of how the system operates and individual subsidiary parameters, e.g. calculation of the scope and nature of the academic's involvement in the educational process at the faculty and the academic's activities, primarily based on the methodology for the evaluation of research at the University, and reflecting other faculty parameters. It is necessary and expedient to further modify this system and extend it to other areas as well, such as the remuneration of managers and the evaluation of the faculty's non-academic workplaces, and further to fully integrate the planned Career Code of Charles University into the system of multi-criteria evaluation with a functional connection to the internal wage regulation of the faculty.

Care for material and technological facilities is and will be significantly affected in the next five years by the fact that the general renovation of the main building in Magdalény Rettigové street will most likely take place in 2022–2025. This will be significantly reflected in the faculty budget and will place significant logistical and financial demands due to the temporary displacement of the affected workplaces. However, even in this period, routine, necessary steps will be taken to modernize the teaching environment and facilities, including student areas for self-study and rest, at other faculty buildings. Currently, almost all faculty classrooms are equipped with modern presentation technology, and specific laboratories and classrooms for teaching language, science and ICT, pre-primary and primary education, special education, and education and psychology, have been renovated. There was also a relatively large degree of investment in vocational education and the didactics of physical education, music and art education. All of the aforementioned actions were financed chiefly from extra-budgetary funds, i.e. the ESF and ERDF projects and fund F. In accordance with the planned implementation of key activities planned in IP 2021 and PP SŘ 2022–25, material and technological facilities and infrastructure will be gradually modernized in all faculty buildings, including an active approach towards seeking extra-budgetary resources tied to the

Pedagogická fakulta, Univerzita Karlova, Magdalény Rettigové 4, 116 39 Praha
1 IČ: 00216208, DIČ: CZ00216208, Tel.: +420 221 900 111, www.pedf.cuni.cz



MEYS, ESF (OP RDE, OP JAK) and the commercial segment (fundraising). It goes without saying that all faculty buildings are cared for and that the necessary renovations and routine maintenance are carried out. A separate issue is the content and administrative guarantee of the implementation of acquired projects from extra-budgetary and EU resources, including their sustainability.

Objective 1: The Faculty of Education has an effective management system, an optimized system for the multi-criteria evaluation of workplaces and employees, and a high-quality staff base that meets to current requirements and trends

Activities based on the CU Strategic Plan 2021–2025

- Preparation of an effective system for the continuous evaluation of academic and research staff on the basis of defined criteria in areas such as teaching, science, the third role and related activities (e.g. participation in various bodies or expert commissions, organisational and administrative activities, etc.). Creation of a similar system for administrative staff. Fill managerial positions in time-limited projects with the possibility of reappointment
- Adoption of the University Career Code, which will include a transparent and motivational link between habilitations and professors to career advancement, interconnection with the internal wage regulation and the employee evaluation system.
- Improved quality and efficiency of all support workplaces so that academic and research staff can devote themselves to their main activities to the maximum extent thanks to the systematic training and regular evaluation of management and administrative staff or streamlining of management and administrative processes and reduction of administrative burdens
- Strengthening of the faculty's electronic administration, especially through the improvement of the electronic file service system and introduction of a harmonized economic information system, including the strengthening of key electronic systems, e.g. the Study Information System

Tools

- In cooperation with AS PedF UK, improvement and updating of the multi-criteria evaluation of academic, research and other departments according to the current needs of the faculty, reflecting cash-flow trends, with an emphasis on full integration of the planned Career Code of Charles University and its connection to internal payroll regulations
- Evaluation of academic and research departments and individual members of staff, including non-academic staff and workplaces, in order to link all elements and aspects of the quality assessment of key activities of the faculty into a comprehensive system



- Organization system for managing the structure and internal administration of the faculty and strengthening the competencies of staff for the provision of management and administrative activities in order to build and secure all key activities of the faculty using a quality qualified staff base
- Increasing the level of use of information and technological infrastructure in the management and operation of the faculty and improving and increasing the competencies of all employees in relation to information technology and with regard to new trends in education
- Stabilization of the number of key academic, research and non-academic staff with regard to full-time positions
- Continuous improvement and streamlining of activities and technological equipment of support workplaces so that academic and research staff can devote as much as possible to their main activities
- Emphasis on the fast and seamless implementation of all available internal systems for reducing the administrative burden of faculty staff (e.g. economic system, central data warehouse, tenders, international staff and visiting professors, mobility, SIS, electronic filing service, marketing platform for lifelong learning courses, shop and faculty e-shop, etc.)

Indicators

- Updated manual for multi-criteria evaluation at the faculty
- Proportion of application processes for academic, research and non-academic positions involving candidates from outside the University;
- Number of employees who have undergone training within the further education system of Charles University and/or PedF UK (e.g. managerial skills, soft skills)
- Number of staff who have undergone training in language and pedagogical skills;
- Development and implementation of internal systems reducing the administrative burden at the faculty



Objective 2: The Faculty of Education has at its disposal adequate material facilities and technological infrastructure, through which it creates a suitable working and study environment, and effectively manages financial resources from budgetary and extra-budgetary sources.

Activities based on the CU Strategic Plan 2021–2025

- Increase the share of own resources in the financing of the faculty
- Ensure that the faculty has at its disposal adequate space and material, instrumental and simulation facilities for high-quality teaching, including cooperation with other institutions
- Guarantee preparations for the renewal of its material and technical base and infrastructure

Tools

- Development of material facilities and technological infrastructure reflecting adequate provision of key functions of the faculty through renovation and investment activities
- Modernization of instrumentation and technological equipment of all workplaces of the faculty
- Applied principles of investment policy in the field of construction and renovation activities and implementation of effective maintenance and renovation of existing materials and technology in faculty buildings
- Conditions for the preparation and implementation of renovation and investment projects in the faculty buildings
- Development of information and technological infrastructure and the improvement of their functions and services provided, as well as the expansion and streamlining of the use of information and communication technologies to support all of the faculty's main activities
- Instruments to support the reduction of the share of the faculty's funding from grants and increase income from its own performance, subsidiary activities and other sources, including projects financed from European funds and other sources of financing and fundraising

Indicators

- Preparation and implementation of the PedF investment project "Stage renovation of the building at M. Rettigové 4, Prague 1"
- Preparation and implementation of the PedF investment project "Renovation of the small and large gym in Brandýs nad Labem"
- Functional parameters and structure of the faculty's information and communication infrastructure in all buildings
- Number of faculty classrooms modernized
- Number of devices and equipment acquired and modernized
- Share of the faculty's income derived from fundraising and sponsorship agreements



- Number of submitted projects financed by extra-budgetary resources (MEYS, fundraising) and European funds (especially OP RDE, OP JAK)
- Guarantee of content and administrative implementation of acquired projects from extra-budgetary and EU sources, including their sustainability

Epilogue

The strategic plan of the Faculty of Education of Charles University (PedF UK) for the period 2021-2025, as a plan for the faculty's activities in the medium term, is the result of a joint approach taken by faculty management, faculty commissions and the Academic Senate of PedF UK.

Its implementation will be further refined through updates for individual years. Updates will be prepared by the faculty management in cooperation with the Academic Senate, similar to the evaluation of past periods. The faculty budget will also be compiled in relation to these updates.



List of abbreviations

AIS	Article Influence Score (tool for journal citation metrics)
4EU+ Alliance	4EU+ European University Alliance (association of 6 major European universities)
API	Agentura pro podnikání a inovace (Agency for Business and Innovation)
AS PedF UK	Academic Senate of the CU Faculty of Education
ATEE	Association for Teacher Education in Europe
CEEPUS	Central European Exchange Programme for University Studies (DZS)
CiCea	European Association for Children's Identity and Citizenship
ČRo	Czech Radio
ČT	Czech Television
DVPP	In-service training for teachers and other educational staff
DZS	Dům zahraniční spolupráce (Czech National Agency for International Education and Research)
ECTS	European Credit Transfer System
EK RUK	European Office (CU Rectorate)
ERDF	European Regional Development Fund
ESF	European Social Fund
EU	European Union
FF UK	Faculty of Arts of Charles University
GA CU	Charles University Grant Agency
GA CR	Grant Agency of the Czech Republic:
ICT	Information and Communication Technologies
IP 2021	Institutional program for public universities for the year 2021 (MEYS)
MTI	Ministry of Trade and Industry
MEYS	Ministry of Education, Youth and Sports
MUNI	Masaryk University in Brno



NETT	Informal network operating under the European Union's LLP/ERASMUS programme (focusing on teacher education in the broadest sense)
NMgr.	Post-bachelor's study programme
OKVA	Department of Quality of Educational Activities and Accreditation of the CU Rectorate
OP JAK	Operational Program Jan Amos Komenský (MEYS)
OP RDE	Operational Program Research, Development and Education (MEYS)
OZV RUK	International Relations Office (CU Rectorate)
PedF UK	Faculty of Education of Charles University
PedF UK	Faculty of Education of Charles University
Ph.D.	Title designating the holder of a doctorate
PP SŘ 2022–25	Program to support the strategic management of universities for the years 2022–2025
PR	Public Relations
RIV	Register of information on results (evaluation of research and development results)
RUK	Rectorate of Charles University
RVH	Internal Evaluation Board (CU)
SCOPUS	The largest abstract and citation database of peer-reviewed literature in the world (Elsevier)
SIMS	Combined student information registry
SIS	Study Information System
START A	New program to support research at Charles University (for doctoral students)
STEM	Abbreviation for technical fields – Science, Technology, Engineering and Mathematics
SVV	Specific university research
SZ UK 2021–2025	Strategic plan of Charles University for the period 2021–2025
TACR	Technology Agency of the Czech Republic



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U3A	University of the Third Age
CU	Charles University
UK	United Kingdom
UNICA	Network of Universities from the Capitals of Europe
WoS	Web of Science (unified interface for access to citation and abstract databases, by Clarivate Analytics)