

seemed to be milder. The Commission said that the proposed five-year master's is not qualitatively different from the existing two-cycle system and recommended conducting a project which would evaluate the impact of the two-cycle system on the teacher training. According to the Commission, it should also be considered whether to enable an accreditation of five-year master's program parallel to the two-cycle system. In the light of the rejection to run both systems together at the University of South Bohemia, a recommendation to evaluate and compare the two systems at the University of Hradec Králové seems to be an interesting development.

According to some academic staff, the two-cycle system is a threat to the whole teacher training system, since it opens a debate about a possibility for teachers with a Bachelor's degree only, which is impossible under the current legislation (e.g., Stehlík, 2011, p. 20). In public discussion and formal statements (e.g., a statement of the head of the Student Chamber of the Council of Higher Education Institutions, statements of some political parties), it has indeed been repeatedly mentioned that a three-(or four) year study is sufficient for teachers at the second stage of basic school (lower secondary education level) and that it is necessary to change the law accordingly. On the other hand, opinions of academic staff responsible for teacher training programs are quite different. They are based on a current concept of the teacher as an expert, implying longer training.

Several questions are left for future research. It would be interesting to find out how well-prepared bachelor's and master's graduates feel for teaching and how headmasters feel about the appropriate length of teacher training.

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