

CZECH SCHOOL INSPECTORATE ANNUAL REPORT

Abstract

School Year
2013/2014



**ČSI**

Česká školní
inspekce

CSI Draft Translation

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General Introduction

The Czech School Inspectorate (CSI) elaborates every year the *Annual Report* for the past school year, summarizing data on the situation in education and the educational system in the Czech Republic gathered through inspection activities. The obligation of the CSI to submit *Annual Reports* is anchored in the *Education Act (Act No. 561/2004 Coll.)* Before publishing the *CSI Annual Report* must be approved of at the meeting of senior management of the Ministry of Education, Youth and Sports (MEYS).

Inspection activities in the school year 2013/2014 were conducted in accordance with:

- ✓ *Conceptual Objectives of Inspection Activities for the Period of 2009 - 2013,*
- ✓ *Conceptual Objectives of Inspection Activities for the Period of 2014 – 2020,*
- ✓ *Plan of Principal Assignments for Inspection Activities for the School Year 2014/2015.*

Evaluation of education quality was based on the *Criteria for Evaluation of Conditions, Course and Results in Education for the school year 2013/2014* whereas special emphasis was given to evaluation of effective support to the development of the child's, pupil's and student's personality as well as to reaching the educational objectives by schools and school facilities. Principles of equal access to education and the needs of an individual are present throughout the criterial evaluation framework.

The CSI thematic reporting cycle in 2013/2014 was devoted to assessment of the progress in science and social literacy of children and pupils. Thematic inspections were based on the *Long Term Plan for Education and Development of the Education System in the Czech Republic (11/2011)*.

The controlling activity focused on observing the legal rules relevant to education and school services was conducted in cooperation with other controlling bodies in the Czech Republic with legal authorization to control legal entities providing school and school facility services. The CSI also checked safety and health prevention of children, pupils and students as well as special aspects of school catering.

Public-legal audits were aimed at economical, functional and effective usage of financial means spent on school and school facility activities. Out of the total amount of financial means allocated from the 2013 state budget to schools and school facilities 7.73 % was controlled.

The number of **251 school inspectors** and **80 control workers** together with **145 external experts** (invited to participate in the activities of the CSI) performed **9 368 inspection activities** in the school year 2013/2014. They **visited 3 854 schools and school facilities** (which accounts for 39.9% out of the total number of schools and school facilities enrolled in the *Register of Schools and School Facilities*. School inspectors **took part in 751 tenders for appointing new schools' and school facilities' principal**.

In the school year 2013/2014 **the CSI registered 31 441 school injuries, investigated 527 complaints** which included 1 011 items and **imposed 911 deadlines on schools to adopt measures** for removing deficiencies, and handed 96 incentives to other relevant bodies.

One proposal to erase a school from the *School Register* was submitted.

1 Pre-school Education

In the school year 2013/2014 the number of **363 568 children** according to MEYS data attended pre-school education. In comparison to last year it is 9 000 more children than in the previous year. The proportion of five-year old children slightly increased to 90.5% (88.2% in school year 2012/2013), the percentage of children with special educational needs was 2.8% out of all children in pre-school education – the same as in the previous school year.

The share of foreigners slightly increased to 1.7% (compared to 1.5% in the previous school year) as well as the proportion of children below three years (9.1% in 2013/2014, 9.0% in 2012/2013.) Therefore, the unsatisfactory situation in enrolment of these youngest children remained unchanged. The number of refused requests of placement a child in nursery schools even increased to 60 281 (compared to 58 939 in 2012/2013 and 49 186 in 2011/2012). It is obvious that the measures implemented so far have been insufficient. On the other hand the number of children with postponement of starting the compulsory education has decreased.

There were **5 085 nursery schools** in the CR in 2013/2014 which represents an increase by 74 schools. Also the number of private nursery schools increased and their percentage of total pre-school facilities increased by 1% to 4.9%.

The higher number of children brings about a higher number of children with a health impairment (by 296 to 10 063) as well as the number of foreigners (by 873 to the total of 6 307).

According to the MEYS statistics the total public expenditure on education amounted to CZK 172.8 billion (by 1.4 billion more than the year before), the **expenditures on pre-school education** increased from CZK 16 933.5 mil. to **CZK 17 846.3 mil.** which is 10.3% of total expenditures on education sector. However, the per capita expenses decreased by CZK 706 (comparing to the year 2012) to CZK 42 398 in the pre-school sector.

Some positive findings on conditions, course and results in pre-school education:

- The percentage of children with postponement of compulsory school attendance has slightly decreased.
- Smooth communication between school leaderships and teachers dominates in nursery schools.
- Individualization was suitably applied for children with language barriers in cooperation with teacher's assistants.
- The number of teachers preferring experiential learning and learning through play has increased.

Some negative findings on conditions, course and results in pre-school education:

- The number of rejected requests for enrolment a child in pre-school education has raised again.
- The demand to accomplish qualification of unqualified pedagogues is higher than existing offer of secondary schools and universities.
- School principals do not verify quality and frequency of activities of mentors for new teachers.
- The pre-set systems of internal school evaluation are not effective.

CSI recommendations for pre-school education:

- Nursery school leaderships should pay more attention to methodological support of new pedagogues. There is a need to create a structured programme for their initial training. Such a programme should include supervision of an experienced pedagogue for sharing his/her experience and knowledge (mentoring).
- Nursery school leaderships should be supported in the area of evaluation in order to acquire skills for identification of weak points in pedagogic work and for taking measures for improvement as well as for provision of quick feedback to pedagogues.
- To lead pedagogues towards acquiring skills necessary for pedagogic assessment with regards to individual needs of children, continual formative assessment and sharing experience with peers (mutual class observations by pedagogues).
- To strengthen cooperation with parents in the area of common assessment of results in child's education, planning educational goals and preparation of further educational offer.
- To focus on further education of pedagogues in the area of education of children with SEN and in education of gifted children.
- To use the electronic platform *InspIS ŠVP* for development and adjustment of School Education Programme (SEP) and *InspIS PORTÁL* for communication with the public.

2 Basic Education

(Compulsory School Attendance)

In the school year 2013/2014 in total **4 095 basic schools** were enrolled in the School Register. The number of **basic school pupils** increased by 2.4 % to **827 654**. The distribution of schools according to entity of the founder remained similar to the situation in the previous school year with a slight increase of percentage of private schools (by 0.4%). The number of church schools remains the same (1%).

The average number of pupils with health impairment has remained stable in past three years (8.9%), the number of individually integrated pupils in main stream schools has increased. The proportion of foreigners has remained unchanged (1.8%).

Due to demographic development the number of pupils in first five grades continued to increase and the number of lower secondary pupils stopped to decrease.

In 2013 the **public expenditures in basic education** increased by 3% (in comparison with previous year) and amounted to **CZK 54 562.4 mil.** (31.6% out of the total public expenditures spent on education). The funding per capita (normative funding) has remained unchanged since 2012 (when it was CZK 49 825), per capita spending decreased by CZK 644 to CZK 59 950.

Public–legal audit was performed in 163 basic schools out of which 51 breached the budget discipline.

The international reviews show that in 2012 the Czech Republic was one of five OECD countries with the strongest influence of socio-economic background on pupils' school achievements and this phenomenon has increased since 2003. This finding was also confirmed by TIMSS and PIRLS surveys.

In the school year 2013/2014 the CSI evaluated 742 schools in basic education where 8 595

class observations were conducted. They were focused mainly on Czech language, foreign language and mathematics as well as on the educational area *Man and the World*. Health education was monitored during all class observations.

Some positive findings on conditions, course and results of basic education:

- Educational offer is stable in basic schools, there were only minimum changes within the schools' network.
- Due to demographic development the number of pupils in first five grades continued to increase and the number of lower secondary pupils ceased to decrease.
- School Educational Programmes for Basic Education are being continuously improved.
- No problems were recorded in implementation of SEP changes as a consequence of FEP revision (integration of new topics, corrections in education area mathematics and its applications, compulsory introduction of another foreign language).
- The percentage of qualified staff on both stages of primary education has slightly increased in comparison with previous year.
- Improved school equipment most of all in the ICT area, higher frequency of usage of modern technologies also during other than ICT instructions. The EU project *Money to Schools* has had a positive impact in this area. The competencies of pedagogues in the ICT use have improved.
- The pupils in the 4th and the 8th grades proved a good level of FEP achievements during a selective verification of education results (education area *Man and the World* in the 4th grades, language skills in the 8th grades).

Some negative findings on conditions, course and results of primary education:

- Although the quality of SEP has generally improved, the shortcomings persist in processing the teaching curricula for individual subjects.
- The trend of non-existing guidance of pupils towards self- assessment and mutual assessment during teaching persists. These activities are introduced rather exceptionally or sporadically. Impairments to assure individual support to pupils with SEN also persist as well as impairments to implement of suitable measures aiming at equalizing their health or social disadvantages.
- There is still not enough specialists in schools (social pedagogues, school psychologists). Their increased activity in schools was observed as a consequence of the EU project *Money to Schools*, but after its termination the schools often lack financial means. Thus, the inclusive education is not sufficiently supported.
- The analysis of pupil's questionnaires which were part of selective testing of the educational results of pupils in the 4th and the 8th grades showed, that quite a large percentage of pupils has no ambitions to improve their educational results (one fifth of pupils in 8-grades and one third of 4th-graders). This proportion corresponds to findings from international reviews.
- Only one third of schools are wheel chair-accessible, only a minimal percentage of schools has included the construction of a wheelchair access into their priorities, considering the material conditions.

CSI recommendations for primary education:

- Implement a support designed for school principals who lack the required level of management skills.

- Consequently create positive climate in schools, continually monitor its development and evaluate it by using existing tools.
- Focus on further education of deputy school principals, methodologists, subject commission leaders and other persons whom principals usually authorize to execute a part of their powers in the area of management of pedagogical processes.
- Support the planning of pedagogues' further education with the focus on more complex forms of didactics and include also education of children with SEN and gifted children.
- Support schools in group activities involvement (network of pedagogues, innovative activities) together with common feedback and assessment.
- Focus on methodological support of new teachers on the school level. It is desirable to create a structured programme for their initiation at the beginning of their pedagogic practice. Such a programme should include supervision of an experienced pedagogue for sharing his experience and knowledge (mentoring).
- Using the electronic platform *InspIS ŠVP* for development and adjustment of SEP, *InspIS SET* for formative and summative assessment and *InspIS PORTÁL* for communication with the public.

3 Secondary Education and Education in Conservatories

Secondary schools in the CR provide secondary education without vocational certificate and without maturita final exam, as well as secondary education with vocational certificate and secondary education with maturita final exam. Secondary education is designed for those pupils who accomplished compulsory school attendance.

It is stated in the MEYS' statistical data for the school year 2013/2014 that **448 792 students** were educated in **1 331 secondary schools**, of which there were **146 special secondary schools** and **366 secondary general schools** (gymnasias) – by 3 less than in the previous year. Follow-up education was performed in 381 secondary schools (by 19 less than in the year before). The artistic education was provided at **18 conservatories**. The most frequent school founders were regions (69.6 %), proportion of private schools was 23.2% and proportion of church schools was 2.8 %.

Due to demographic development the number of students decreased by 4.7% compared to the previous year. The yearly decrease of secondary school students has been observed since the school year 2005/2006, the total decrease amounting to 22.3%. Proportion of students with a health impairment in the daily form of education (4.4%) has been slightly increasing in past two years. The total of 9 147 students-foreigners were enrolled in secondary schools in the school year 2013/2014.

The **public expenditure on secondary education** amounted to **CZK 33 339.1 mil.** in 2013 (18.6% out of the total expenditures on education).

In the sample of evaluated secondary schools in 2013/2014 there were 98 grammar schools (40%), 124 secondary vocational schools (50.6%), 20 secondary schools providing vocational and gymnasial education (8.2%) and 3 conservatories (1.2%).

Some positive findings on conditions, course and results of secondary education:

- Quality of school equipment – most of all ICT – has improved.
- High level of school cooperation with social partners – founders, employers, basic schools, universities.
- More source financing of secondary school activities, participating in projects on national, regional and local level.
- Increased frequency of usage of modern technologies – not only during ICT instruction.
- Positive influence of abroad school activities (exchange scholarships, study stays, practical instructions, student and teacher mobility) on quality of education and further professional career of students.
- Support of introduction of compulsory entrance examinations for maturita school programmes by secondary school principals.
- High number of students participating in competitions aimed at theoretical knowledge and/or vocational skills.
- Problem-free organizational management of maturita final exam model with a common and a profile part.
- Increasing number of schools joining to final exam performance according to unified assignments.

Some negative findings on conditions, course and results of secondary education:

- The offer of secondary schools still prevails over demand by potential students. Optimization of secondary school number does not correspond to demographic development.
- Problems with continuous SEP innovations the result of which is that pupils with similar educational field are educated in several grades along several SEP. There is a danger of failing the binding educational outcomes.
- Students, who repeatedly change their educational programmes and thus repeat several times one grade, make the education system more expensive.
- Students are only rarely led to self-assessment and mutual evaluation.
- There is not enough space for students' communication in a foreign language in vocational programmes.
- Worse students' results in the common component of final exam (maturita) especially in mathematics.

CSI recommendations for secondary education:

- Optimize the high number of FEP for vocational education and adjust their content to the *National System of Qualifications*.
- Reduce free capacities which will not be occupied even by larger population cohorts of pupils who accomplish basic education and enter secondary education.
- Responds on high unemployment rate in some fields which do not correspond to regional labour market demand on a long term basis.
- Focus on further education of deputy school principals, methodologists, subject commission leaders and other persons whom principals usually authorize to execute a part of their powers in the area of management of pedagogical processes.
- Support education of pedagogues in active forms of teaching (illustrative – demonstrative, research oriented, projects etc.).

- Consequently create positive climate in schools, continually monitor its development and evaluate it by using existing tools.
- Use the electronic platform *InspIS ŠVP* for development and adjustment of SEP, *InspIS SET* for formative and summative assessment and *InspIS PORTÁL* for communication with the public.

4 Basic Art Education

In the school year 2013/2014 the curricular reform in basic art education had been going on for three years and SEP for basic art education was operative for the second year.

Out of total **486** active entities in art education the **basic art schools** (ZUŠ) accounted for the largest part (93%). Ninety percent of them were public schools (founded by regional or municipal authorities). In total **242 837 pupils** were educated in basic art schools (11% dance programmes, 20% applied arts programme, 4% literature-drama programme and 65 musical programme). The increased number of pupils (by more than 2 000) represents a repeated year-on year increase by 1%.

Positive findings in basic art education:

- Interviews with school managements, pedagogues and founders proved that the entities accepted the CSI's proposals for quality improvement and the CSI's methodological assistance was positively accepted.
- The number of complaints investigated decreased by 80% in comparison with the preceding year. This fact shows that education standard is kept on good level and relations between individual actors are good as well.
- Basic art schools participate in public and cultural life and they are considered important for their cultural values in regions. They form pupils' social skills by performing artistic activities.
- Schools reflected the needs of clients, the schools assisted to pupils from a less stimulating background (through lending musical instruments, lowering tuition fees, broadening network of school branches). They use partnerships for own development, for experience exchange between schools and for cooperation on joint activities.
- Pedagogues actively supported school presentations, participated in interdisciplinary projects and formed sense of belonging to the whole. They were willing to bring about their experience from active artistic praxis into pedagogic praxis, they usually performed individual access and respected personality of a pupil and his/her specific needs.
- Schools operatively responded to revealed imperfections in SEP, made adoptions and issued an updated SEP version so that during a follow-up inspection only minor formal imperfections were found. From 51 comparisons carried out in 2013/2014 only 7.8% of SEP were partly not in overall compliance with FEP for basic art education. Schools have available such conditions which constitute good prerequisites for accomplishing SEP in praxis.

Negative findings in basic art education:

- Some school branches were found to have unequal material, personal, organizational and esthetical conditions in comparison with main building schools.
- In rare cases a decrease of number of pupils occurred as a result of demographic changes

and local conditions. Although majority of schools had no problems with filling their capacity, somewhere the capacity was exceeded.

- Some principals underestimated or partly neglected class observations from the view point of realization and fulfilment of SEP which resulted in less effective feedback.
- Some schools did not publish criteria for accepting new pupils, in some cases significantly higher number of pupils in preparatory classes were found as a result of excessive enrolment.
- Assessment of pupils was partly motivating but it did not correspond to observed skills and knowledge.

CSI recommendations for basic art education:

- Improve management and control system, increase its effectivity with regard to entity extent (delegating competencies, setting a multilevel management), improve files keeping.
- Consider - with prospect to the future – the effectivity of founding new places for art education with respect to conditions and financial demands.
- Use the potential of pedagogic council for solving problems with education of pupils and with pedagogic process. Improve quality of the system of monitoring education course, improve activities result assessment and passing information about results to legal representatives and to the public.
- Improve quality of teacher's assessment of pupils' results. Intensify the pupils' work through self-assessment including regular final assessment with an analysis of pupils' creativity.
- Support further education of pedagogues, support new ways (e.g. mutual exchange of experience between partnership basic art schools) strengthen methodological support of beginning pedagogues.
- More progressively use innovative elements and ICT during learning and teaching together with using traditional methods and approaches.

5 Education of Interest

Education of interest does not provide a stage of education but enables the participants to meaningfully fulfil their leisure time.

This type of education is performed in school facilities for education of interest especially in **centres for leisure time** (youth and children's centres, places for activities of interest), **after school child care** and **school clubs**.

After school child care and school clubs provide education of interest to pupils from one or from several schools. While the activities of after school child care are preferentially designed for pupils up to the fifth grade of the basic school, school clubs are preferentially designed for pupils from the 6th to the 9th grades or from corresponding grades of multi-year gymnasia. Economic conditions for activities of school facilities differ significantly. There are no fees for services provided by the facilities in 13% of them.

In total 580 facilities for education of interest were evaluated in the school year 2013/2014, out of which 83% were after school child care, 9.3% school clubs and 9.1% centres for leisure time activities. A persisting problem is securing safety and health protection for children and pupils. Often there are no stated regulations by the principal who should establish the maximal allowed number of participants per one pedagogue with regard to the nature of the activity.

Positive findings in education of interest:

- Considerable development of partnerships between centres for leisure time activities and other organizations and individuals which is beneficiary for the educational process.
- Positive trend continues in opening school facilities for public. Centres for leisure time activities contribute to further development of gifted and talented children, pupils and students.
- Creation of suitable conditions for relaxation in after school child care.
- Outdoor stays as a regular activity in after school child care.
- Pupils in after school child care and participants of groups of interest performed their activities with enthusiasm.
- The education took place in a positive interaction among all actors of the process.
- Centres for leisure time activities are well established on the free time activity market and they suitable complement the existing local offer of free time activities.
- The centres for leisure time activities target all age groups of potential participants.
- The course and organization of education of interest promote personality and social development of participants.
- Positive climate in the centres for leisure time activities domains.

Negative findings in education of interest:

- Terms for pupil enrolment are not always a component of inner rules of the school facility or of its SEP. It is mainly important in situations where demand prevails offer in education of interest (e.g. maximum capacity of an after school child care).
- Missing wheel chair access in school facilities limits inclusion of participants with SEN.
- Insufficient material and space conditions for education of interest in one fifth of school facilities.
- Missing conditions for participants with SEN in SEP even during educational process.
- Inappropriate competition of entities which are active in work with children.
- School registers of some centres for leisure time activities are incomplete, some obligatory data are missing (personal identification number of a participant, names and surnames of legal representatives including their permanent address, etc.).

CSI recommendations for education of interest:

- Enlarge the offer of spontaneous activities in centres for leisure time activities.
- Improve material conditions for spontaneous activities.
- Support adjustment of school classrooms to playing and leisure rooms for after school child care activities.
- Support more departments in after school child care.
- Pay permanent attention to higher pedagogic qualification of external pedagogues in centres.
- Pay attention to records in daybooks of entities for education of interest and to overviews of education activities with respect to safety of participants.

6 Inspection Activity Findings in Facilities for Institutional or Protective Education

The CSI conducted inspection activities in facilities for institutional or protective education in alignment with the *Action Plan* for fulfilling the *National Strategy for Protection of Children's Rights*, which sets objectives for the term of 2012 – 2015. Inspection activities were performed in 23 facilities, 10 of them were founded by regional authorities, another 10 by the MEYS, two of them by a private entity and a church was a founder of one.

Positive findings in facilities for institutional or protective education:

- A shift in attitude of principals towards understanding the necessity of educational programmes in this type of school facilities.
- More children spend free time activities outside the school facility premises so the socializing process is positively influenced.
- Quality work of professionals (ethopedist, psychologist, psycho-therapist), application of psychotherapeutic techniques and directed self-reflection of children positively affect the attitudes of children to their own problems (identification, finding a solution).

Negative findings in facilities for institutional or protective education:

- Persistence of non-qualified pedagogues.
- Financial means still do not cover the needs for professionals - mainly for children with psychiatric and further specific problems (aggression, hostile behaviour).
- Complicated funding of the facility's technical conditions.

CSI recommendations for institutional or protective education facilities:

- Support of teachers' qualifications.
- Support of creation of specialized educational groups for children demanding educational therapeutic regime and for children with a need of protective education.
- Secure financial means for more effective organization of educational activities and preventive measures (service, ethopaedist and/or psychologists).
- Support of the education methodology – educational programmes of school facilities, week's programmes and programmes for personality development including assessment.
- Strengthening the preventive educational services; lower the number of children staying in the institutional care through outpatient or sojourn form of care.
- Categorize institutions for educational care with different regimens and different objectives according to diagnosed needs of children.

7 Introduction of New Methods, Approaches and Tools for Inspection Evaluation Based on the NIQUES Project

The CSI has realized strategic project called *National System for the Inspection Evaluation of the Educational System in the Czech Republic* (NIQUES), the principal content of which is development of new methods, approaches and tools both for school evaluation and for evaluation of the educational system as a whole within intentions of the Education Act. The CSI creates the outputs in such a way that they are useful not only for evaluation conducted by school inspectors but also for schools practise.

During the first half of the school year a 600 page *Analysis of Current Systems for Monitoring and Evaluation of Quality and Effectivity in Education* was elaborated. The work was done by a team of academicians from the Tomáš Baťa University in Zlín based on an assignment by the CSI. The study is an extensive comparison of approaches to definition of quality and effectivity in education within the framework of OECD countries which includes also a comparison of tools and methodologies used by the OECD countries for monitoring and evaluation of quality in education.

Within the project the emphasis was also put on development of methods and approaches for assessment and support in achieving good level in reading, math, science, social, languages and information literacies. The methods will be utilized by the CSI's further activities.

During the school year 2013/2014 the finalizing works on the new CSI information system were further developed. This system consists of a module for collection, analysis and evaluation of data (*InspIS DATA*), of a module for work with school educational programmes (*InspIS ŠVP*) and a module designed as a public information platform (*InspIS PORTÁL*). The whole information system underwent by several pilot testing and basing on their results and also on consultations with representatives of associations active in education the systems were adjusted and launched in public operation.

Another information system developed by the CSI within the NIQUES project is *InspIS SET* which is a testing platform designed for electronic testing the pupils' results in any school grade, any subject and in various school types. It includes a module which enables testing on the school level entirely according to a decision or needs of a school principal while the final reports and further attributes are identical with the results from the testing organized by the CSI in the certified regime.

Because it was necessary to gain specific knowledge and skills to work with developed information systems, the CSI has organized special educational programmes for pedagogues and other school employees since the school year 2013/2014.

Beside these educational activities also external CSI consultants were present directly in schools where they introduced principals and pedagogues to individual impacts usable in the frame of a specific school.

The CSI is a partner of the MEYS in realization of two national projects *Preparation and realization of international surveys in initial education and their publishing* (Kompetence I) and *Realization of international surveys in the sphere of life-long learning and publishing their results* (Kompetence III). International surveys PISA, PIRLS, TIMSS, ICILS and TALIS are performed within these projects which are co-financed by the European Social Fund (ESF) through the *Operational Programme Education for Competiveness*.

8 International Activities and Cooperation of the CSI

International activities play an important role in the CSI assignments. The outputs from specific activities and the gained information is valuable both for an evaluative institution of the CSI type and for the Czech educational policy makers as well as for professionals in general. Besides the experience and evidence from the international education practise represent an important source of knowledge for development of CSI's methodologies and approaches. From the other perspective, through the CSI, the Czech Republic has a chance to introduce abroad partners to its own approaches, methods and tools of education policy and examples of good praxis as well as successes and experience and by that means to strengthen its international position.

Beside its evaluative and controlling assignments the CSI fulfils also partial tasks arising from international obligations of the Czech Republic, most of all the membership in the EU and the OECD.

A specific and important activity is realization of key **international surveys** such as PIRLS, PISA, TIMSS, ICILS and TALIS. This provides an important feedback not only to education policy makers but also to teachers and pupils. The realization of international surveys is conducted under the auspices of the CSI which processes – beside comprehensive result outputs – crucial secondary analyses.

The CSI representatives have been nominated as members of the OECD executive body, specifically in the **Directorate for Education in the Centre for Educational Research and Innovations Governing Board** (GB CERI). Since 1968 the CERI has been one of the most important world organizations providing data on education. It is responsible for processing and publishing of numerous outputs which present an important insight into an international comparison in the area of education.

An important international obligation for the CSI is its activity within the **European schools** system in the primary and secondary cycle of which the CSI conducts inspection activities and cooperates on forming school policies, evaluation processes or education of pedagogues.

In 1995 the CSI was one of nine founders of **Standing International Conference of Inspectorates** (SICI) which has gradually become a prestigious and respected international institution gathering inspection authorities from 32 countries. The CSI was awarded a representation in the SICI Executive Committee. Membership in SICI brings a valuable knowledge as well as exchange of information on examples of good practise, for example in the form of study visits by abroad partners.

9 Control Activities Summary

The control performed by the CSI as a public administrative body is one of the government's tools for assuring nation-wide interests and for complying with duties arising from legal regulations. The objectives are to find out whether the controlled entities:

- a) comply with legal regulations;
- b) comply with binding rules, binding indicators and decisions;
- c) comply with criteria for economical, effective and meaningful performance, which are set by binding indicators a decisions;

- d) introduce an inner controlling system which is functional, sufficiently effective and responds to changes of economic and legal conditions;
- e) take measures to remove imperfections revealed through checking the monitored areas, including measures for removal, prevention of risks and whether the controlled entity fulfils the stated measures.

In total 3 791 controls were performed, 634 national developmental project initiated by the MEYS were checked and assessed and 1 747 schools were evaluated for economic conditions as a functional prerequisite.

An independent task was public-legal audit of usage of financial means from the state budget which were allocated to schools and school facilities of all founders. In the school year 2013/2014 the CSI conducted 636 public-legal audits. The objectives of the public-legal audit is to verify the legitimacy and effectivity of usage of financial resources allocated from the state budget in areas of human resources, material and financial conditions i.e. personal expenses (wages, statutory insurance, statutory and other social expenses) and other non-investment expenses (especially education of pedagogic and non-pedagogic staff, textbooks, teaching tools and basic schools tools.)

Conclusions from controlling activities were submitted to founders, relevant regional authority, regional labour inspectorates and financial office.

CSI recommendations:

- Set rules and terms for fund allocation from the state budget which include the obligation of the recipient to monitor resources in bookkeeping and their spending separately according to the purpose (purpose indicators).
- Ensure uniform education of managers in the area of economics and inner controlling system.
- Consequently demand compliance with legal provisions on financial control in all schools and school facilities.
- Pay increased attention to bookkeeping.
- Ensure follow-up controls and verifying realization and effectivity of measures taken by the school or school facility controlled by a controlling body or by the founder.

9.1.

Safety and Health Protection

In the school year 2013/2014 the CSI conducted health and safety checks in 243 schools and school facilities in all regions of the Czech Republic. All the inspected entities incorporated the health and safety issues into their school/internal rules.

In the uniform injury recording system 31 444 injury records were registered (till August 31, 2014). In comparison with previous school year (29 191 injury records) there was a 7.7% increase by 2 250 records. Two fatal injuries happened in the school year 2013/2014.

9.2.

Summarizing Evidence from Control Activities Aimed at School Catering

School catering became part of the Czech school system. This area is dealt by the *Education Act* (§ 120, 4) and subsequent *Decree No. 107/2005 Coll. on School Catering*.

In the school year 2013/2014 school catering checks were conducted for the purpose of judging the quality of school catering and provision of school services in alignment with the *CSI Plan of Principal Assignments* and for the purpose of initiatives and complaints. In total 326 entities providing school catering were controlled.

The quality of school catering has improved during last years, most of all the choice of services. Based on fulfilling the nutrition standards during past years one can conclude that the most of school canteens pay considerable attention to composing nutrition balanced offer of meals.

However, there are still some school canteens where nutrition standards of meals offered are not met or the consumption of fats and sugars is not regulated. This results in unbalanced diet, nevertheless, well balanced meal is important for obesity prevention mainly with pre-school children.

In some cases the extent of provided services and their quality do not meet requirements of the *Decree on School Catering*.

Recommendations:

- For increasing the prestige of school catering: pay more attention to the extent and quality of services and to prepare varied and nutrition balanced meals.
- In regards to the increase of individual alimentation the recommendation is to enable the legal entities to decide on the extent of school catering provision also for those who due to their health problems require diet limitations.