



# Annual Report

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## Annual Report of the Czech School Inspectorate for the 2006/2007 School Year

Prague, February 2008

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Following terminology is used as supplement to the original translation:

- primary school
- grammar school
- Education Act
- School Educational Programme
- mathematics
- key (*under tables and charts*)
- primary education
- Centre for Education Results Recognition (*CERMAT*)

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## Introduction

The Czech School Inspectorate submits the annual report for the 2006/2007 school year. The report has been compiled in accordance with Section 174, Subsection 15 of Act No. 561/2004 Coll. on preschool, basic, secondary, tertiary professional and other education (The Education Act), as last amended. Over the past school year, CSI has undergone the second phase of the changes that are part of its process of developing a standard inspection system in accordance with the requirements of the Education Act. These standardized inspection activities have been coordinated with the objectives and implementation of the Czech educational reforms and they have also been put into a broader European context. When developing the new inspection procedures, the inspectorate has taken advantage of the results of prior research and development efforts related to the assessment of the quality and the effectiveness of educational systems. In order to keep to a minimum the administrative burden being placed on schools, the inspectorate has reduced its number of surveys. For its work in evaluating the conditions provided for, the course of and the results of the educational process, CSI has used evaluation criteria approved by the Ministry of Education, Youth and Sports of the Czech Republic, as posted on the inspectorate's website (<http://www.csicr.cz>).

During the past school year, CSI launched a three-year school evaluation cycle. With this approach, the inspectorate has been able to eliminate a large number of instances in which a school had not been evaluated for an extended period of time – in many cases for more than 8 years. The primary focus areas being looked at in the evaluation of educational services are selected based on existing framework educational programmes and the guidelines stipulated in the "Recommendation of the European Parliament and Council on Key Competencies for Lifelong Learning" (2006/962/EC) and on the "Comprehensive Framework of Indicators and Reference Criteria for Monitoring Progress in Implementing the Lisbon Objectives in the Area of Education and Professional Training". In the past school year, these primary focus areas were 'the child and its mental processes – language and speech' in kindergartens and activities promoting the development of reading and mathematics skills in primary and secondary schools.

In the 2006/2007 school year, the inspectorate looked at the potential risks that exist in the current educational system. Major problems in the setup and the implementation of internal evaluation procedures were identified in school administrative bodies at all levels. A frequently observed mistake in the area of strategic planning was the poor level of

differentiation between routine and experimental activities and the creation of the related organizational structures as part of a motivational and incentive system. School administrators and teachers indicated a need for a broader selection of options to be available for the continuing education of academic staff in this area and they also indicated a desire for a better set of support tools. Commercial-type professional services (such as ISO) would be too expensive for most kindergartens and primary schools.

In terms of staffing, the average age of academic staff is increasing at all school levels. Once again, the data collected has shown that there is only a very small percentage of academic staff with 3 years or less professional experience (6–10%). In primary and secondary schools, 20–28% of the teachers lacked the corresponding professional qualifications. The greatest discrepancy was once again evident in the teaching of English – despite the fact that the interest in such classes has been steadily growing. In primary schools and secondary vocational schools, less than 60% of these classes were being taught by qualified teachers.

The inspectorate determined that the majority of the work done by school boards was basically bureaucratic in nature and that the capabilities extended to them under the Education Act were only being utilized to a very limited extent. The schools' supervising entities rarely took advantage of their legal prerogative to evaluate schools on the basis of predefined criteria and their contacts with the schools only revolved around financial matters.

During the past school year, in a total of 351 cases the inspectorate set a deadline for remedying deficiencies discovered in the educational services being provided. As part of the monitoring activities being carried out by the inspectorate in its role as a public body overseeing the utilization of public resources, CSI discovered 355 instances in which there were gross violations of the law and 52 instances of budgetary violations. The appropriate recommendations were submitted to the respective authorities.

In the 2006/2007 school year, the Chief School Inspector recommended the removal of 3 schools from the School Registry. All of the three instances involved a lack of performance on the part of the schools. The Ministry of Education accepted two of these recommendations and in one case there was no deletion.

This annual report has been broken down into five parts. Part A contains a summary of the findings structured around the different levels of education. Looked at as part of the evaluation process are: school administration, the preparation of schools for the implementation of School Educational Programmes, staffing and material resources and the

level of innovation present in teaching documentation re: the fulfilment of the objectives of the curricular reforms.

Part B contains the findings from thematic inspections related to changes leading to the further improvement of key skills. The inspectorate looked at the support being given to further improvements in the teaching of foreign languages and support for information literacy skills and improvements to reading and mathematics skills. This section of the report also includes findings related to the education of foreign nationals in the Czech Republic.

Part C of the report includes an evaluation of existing financial conditions and conditions related to safety and the protection of health at our schools and school catering facilities.

Part D contains findings related to public oversight monitoring of the utilization of financial resources provided to schools from the State Budget for their direct expenditures and the financing of national development projects (Teacher's Assistant, Pilot Z and Class). The last chapter of this part of the report contains a summary of the results of complaints investigated during the past school year.

Part E contains appendices with more detailed information for certain sections of the report (to make the report more reader friendly, this information was moved out of the general text).

Detailed reports from thematic inspections conducted by the inspectorate will be posted on the CSI website.



# PART A

# 1 Preschool Education

Inspections were conducted at a total of 1,563 kindergartens (which represents 32.5% of all the kindergartens listed in the School Registry in 2006). The inspectorate conducted these inspections based on the evaluation criteria that had been approved for the 2006/2007 school year, using the knowledge acquired during 950 classroom inspections, thematic inspections and the findings obtained during the monitoring process.

All kindergartens underwent an inspection of their establishment documents and a confirmation of the appropriate approval for their listing in the School Registry. 99% of the facilities possessed valid establishment documentation and the requisite approval for listing in the School Registry. Changes to the conditions that are looked at when determining whether or not the school can be listed in the School Registry were identified in 799 kindergartens (52% of all those inspected). In 40 instances, where formal type deficiencies were discovered during the inspections, the inspectorate stipulated deadlines for corrective action to be taken.

The inspectorate discovered that certain changes had been taking place in the legal status of the inspected kindergartens. Of all kindergartens inspected only 52.9% had the status of a standalone legal entity. Compared to the previous school year, the number of such facilities with this status showed a decline of 41%.

The average utilization rate of regional kindergarten capacity, based on the School Registry, was 84.8% - with Central Bohemia having the highest rate of utilization (90.4%) and South Moravia the lowest (80.9%). The specified capacity was exceeded (usually to only a minor degree) in 42 schools. This overcapacity situation occurred most frequently in the following regions: Olomouc (8x), Central Bohemia (7x) and Vysocina (7x).

The capacity of the monitored schools was also used by 4,189 children who had postponed their mandatory start date for school attendance (i.e. 5.1% of the total enrolment in such schools for the given school year). Those children whose mandatory school enrolment start date had not been postponed transfer directly into a primary school into which they are enrolled at the start of the next school year. Some kindergartens organize an official ceremony for those children who complete their preschool education as a motivational tool for those enrolling in primary school.

The monitored kindergartens had accepted 95% of the total of 41,879 children who had applied for enrolment. The fact that 22 of the remaining 5% of the children who were not accepted were in the 5-6 year old age category is seen by the inspectorate as a possible risk

for the 22 applicants who were rejected because the system was unable to comply with the provisions of the Education Act, as they relate to the preferential enrolment of children who are in the last year before starting their mandatory school attendance period. The most frequent reason given for this rejection was the fact that the child's permanent residence was in a different school district. During its inspections, the inspectorate didn't discover any instances of a preliminary termination of preschool education as a sanction (pursuant to Section 35 of the Education Act) for a failure to comply with the applicable regulations. The number of rejected applicants varied substantially from region to region. The highest rejection rate among kindergarten applicants was found in the Central Bohemia Region (10.6% of 3,608 applicants) and the lowest rejection rate was recorded in the Karlovy Vary Region (0.6% of 1,589 applicants).

### ***Kindergarten Administration***

In the 2006/2007 school year, kindergarten administrators had to focus on certain new tasks, as part of complying with the regulatory requirements established under the Education Act. All kindergartens have put together future development plans. The extent and the quality of these plans varied among the different schools. The concept plans of the schools that were reviewed by the inspectorate are commensurate with the educational priorities set out in strategy documents prepared at national and regional levels. The number one priority of all kindergartens was clearly the development of the school's curriculum and preparing teachers to deal with the forthcoming changes. The strategic objectives of the schools are starting to become adapted to the developmental needs of the local municipalities and regions. The choice of priorities is also greatly affected by the option to obtain financial support for projects that focus on promoting a healthy lifestyle, preventing crime and cultural and sports events. Almost 92% of the schools surveyed had become involved in at least one such project. There has also been an increasing number of kindergartens that are including information about their future plans and objectives on their own websites.

A more frequent strategic error that occurred in the administration of kindergartens, which was discovered by the inspectorate, was in the area of adopting and implementing measures to improve the quality of the educational services provided. This is due in part to the lack of the appropriate skills of administrators in knowing how to create an effective internal evaluation system for the school. The administrators of 17% of the kindergartens inspected were unable to define precise educational objectives in their future plans for key educational

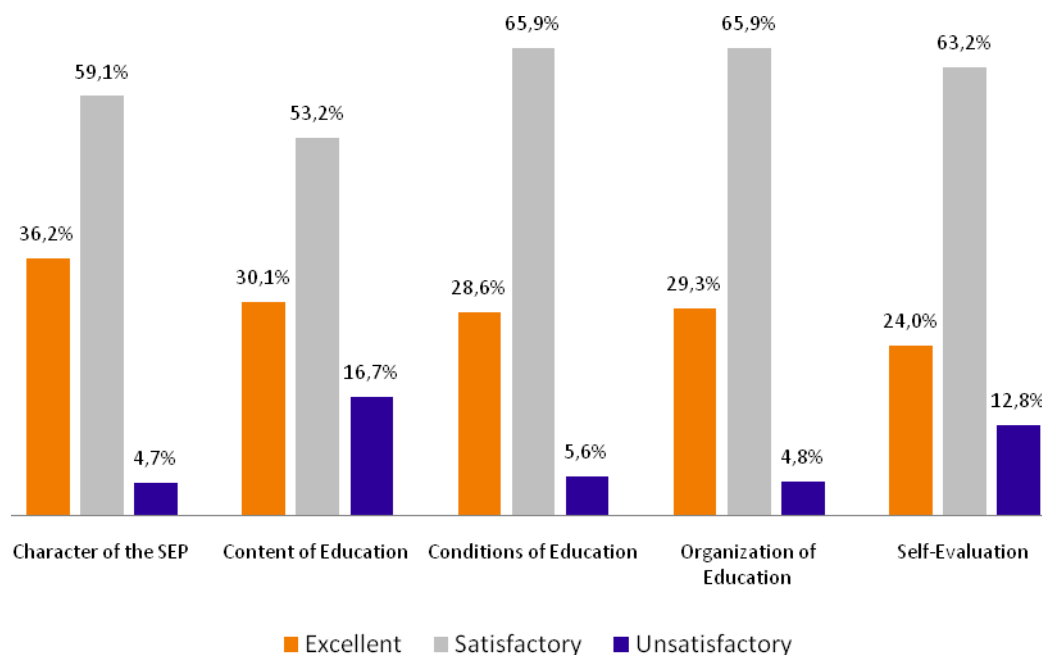
areas and were unable to combine the individual educational blocks that need to be integrated. 12.8% of the schools had major problems with setting up and implementing an internal evaluation system.

### *Preparing to Implement School Educational Programmes*

As of September 1, 2007, all kindergartens have been subject to the requirement to adhere to the 'Framework Educational Programme for Preschool Education', which was introduced as part of Measure No. 32 405/2004-22 from the Minister of Education, Youth and Sports, of January 3, 2005 and in effect since March 1, 2005. The inspectorate focused on the collection of information on the creation and preparation of school educational programmes of schools, the utilization of the available development projects focused on support guidelines for preparing academic staff and the utilization of the results of such development projects when designing these school educational programmes.

All of the kindergartens have prepared their own school educational programme and they have completed the practical testing of the implemented projects. In general, the school educational programmes prepared by the schools conform to the framework educational programme – however, the quality of the individual parts of the programme vary from school to school. See Chart 1 for the results of this evaluation that was completed on the basis of the guidelines set forth in the framework educational programme.

**Chart 1: Results of the Evaluation of the School Educational Programmes According to the Framework Educational Programme**



Key: *Horizontal Alignment – Evaluation Indicators of Compliance of the SEP (School Educational Programme) and the FEP (Framework Educational Programme)*  
*Vertical Alignment – Relative Frequency of Achieved Level – Compliance of the SEP (School Educational Programme) and the FEP (Framework Educational Programme)*

Compared to the previous school year, the level of development of the individual parts of the educational programmes prepared by the schools has improved. The findings from the inspectorate's inspection results indicate problems with the creation of a curriculum (in 16.7% of the schools) and problems with the development of an internal evaluation system for the school.

The kindergartens most frequently took advantage of the support guidelines offered by the National Institute for Further Education (NIDV). Inspections have shown that all of the kindergartens possess the information necessary at the management level and that the schools' administrators were handling the preparation of and the supply of the necessary information to their teachers (this was most frequently carried out using their own resources). More than two-thirds of all teachers were able to obtain the basic information on the framework educational programme and the necessary training for creating an individualized educational programme for the school.

One of the important contributions to the preparation of the school educational programmes was the ability to utilize the results from the grant projects focused on teaching a

healthy lifestyle (in 57% of all kindergartens). The percentage of schools that took advantage of experience acquired during other grant projects focused on different areas in creating their school educational programmes increased slightly (9.5% of all kindergartens). Most frequently, these were programmes promoting the teaching of foreign languages, programmes for the prevention of sociopathological behaviour, the education of socially-disadvantaged members of the population and also culturally-oriented programmes. The access of kindergartens to international projects is extremely limited.

### ***Staffing Conditions in Preschool Education***

In the kindergartens that were inspected that have the status of a standalone legal entity (52.9%), the inspectorate looked at the professional skills and qualifications of the schools' administrators (in accordance with the Act on Academic Staff and the Education Act). 92.9% of the administrators have obtained the requisite professional qualifications. A total of 175 job openings were announced for the position of a kindergarten administrator (which is 13 more than in the previous year). The greatest number of administrator replacements took place in the South Moravia Region (see Table P 4 in Appendix 15.4).

In other legal entities providing kindergarten services in addition to other services, the inspectorate also evaluated the qualifications of the senior employee appointed by the school's administrator to manage the preschool part of the operations. 88.9% of these staff members met the criteria required set for the position of a kindergarten administrator.

In both of the above-referenced groups of senior employees, the inspectorate looked at particular management skills and their practical use and the utilization of the results of the school's internal evaluation process for the further development of the school and for the improvement of its educational services (see Table 1).

**Table 1: Management at Inspected Kindergartens**

Selected Management Skills	Rating (in %)		
	Above-Average	Average	Below Average
Development of a Communication System	54.8	43.4	1.8
Utilization of Motivational and Incentive Tools	42.5	50.0	7.5
Delegation of Implementing Powers, Enabling Others to Participate in the Management Process	41.0	50.7	8.3
Setting and Implementing the Evaluation Criteria	36.6	54.0	9.4
Action Taking (Based on Prior Analysis and Evaluation)	36.2	50.1	13.7

Based on the results of the evaluations, the kindergartens have primarily focused on the quality of their internal communications and on their ability to work as a team. School administrators who have already completed their education for the position of school administrator or their school management studies (32.6%) have been seeing very positive results in their management efforts. Their decisions are based on a more thorough analysis of the existing conditions for providing educational services and on a greater ability to effectively take action when it comes to both improving the school's educational services as well as organizational matters, based on the results of their own internal evaluation processes.

The inspectorate looked at the qualifications and the skills of the teaching staff, in accordance with Act No. 563/2004 Coll. on academic staff and on changes to certain laws (as last amended). 90.2% of the teachers at the inspected schools met the professional qualifications required under the act and this includes those teachers who fall within the exemption applicable under Section 32 (a) of the act. In relation to this data, the inspectorate sees the high average age of a kindergarten teacher (44.5 years – a year increment over the prior school year) as a potential risk. Another possible risk identified by the inspectorate is the low number of teachers with teaching experience of 3 years or less (10.7% at the inspected schools), which has been a problem for a long time.

The inspectorate evaluated teacher hiring conditions and the support provided to teachers until they obtain their first three years of practical experience. Less than two-thirds of school administrators have established criteria for selecting and hiring new teachers. The schools pay an adequate level of attention to the initial training of newly hired teachers who are just starting out. The inspectorate was able to determine that 56% of the schools' training programmes were prepared and implemented at least at the standard level of quality. 35% of these programmes were rated by the inspectorate as above-average or exemplary. The dominant feeling of young teachers was that they were getting below-average financial compensation for their work and that their profession has a low level of prestige.

**Table 2: The Involvement in Continuing Education of the Academic Staff Focused on the Impletion of Priorities Set by the Long-Term Plan**

Type of Continuing Education	Staff Participation (in %)
Adoption of the Framework Educational Programme for Pre-Primary Education and the Creation of the School Educational Programmes	68.0
Questions of Using the ICT Resources as Part of the Educational Process	61.0
Education Focused on Special Education	17.2
Foreign Languages Skills Improvement	5.6

The inspectorate evaluated the preparedness of kindergarten teachers for handling new tasks and their approaches to the idea of continuing education. In the 2004–2007 period, 90.4% of the teachers at inspected schools were enrolled in activities to further their education with a focus on the priorities of the 'Long-Term Plan' (see Table 2). In terms of other types of educational programmes, kindergarten staff most frequently participated in those related to health. 91.6% of the teachers were enrolled in this type of programme.

### *Material Resources in Preschool Education*

The material resources available to kindergartens depend largely on their financial options and the attitude of their supervising entities towards handling problems. In terms of the fulfillment of the objectives of the framework educational programme, teachers possess sufficient curriculum guidelines, tools and instruments required for the teaching process. The available resources are also generally at a 'common standard' level of quality. The number of schools that use ICT tools and the internet continues to increase. The results of the evaluation of the physical conditions at the schools in terms of safety and their conformity with the principles of balanced environmental conditions (based on the guidelines set out in the framework educational programme) are shown in Table 3.



**Table 3: Evaluation of the Material Environment at Kindergartens**

Balanced and Safe Environment Indicators	Rating (in %)		
	Above-Average	Average	Below Average
Spatial Layout of Classrooms	41.4	53.9	4.7
Suitability of Building Facilities for Physical Activities and Relaxation	38.7	54.7	6.6
Suitability of Furniture and its Adequacy to Size of Children	41.2	48.9	9.9
Suitability and Safety of Sports Equipment	31.5	58.9	9.6
Monitored Physical Activities to Promote Physical Well-Being	38.3	53.4	8.3

The results of this evaluation show those particular areas to which the schools should be paying more attention. Worn children's furniture is one of the potential risk areas that was identified in the evaluation of school equipment. The results of the inspections showed that the furniture didn't meet the particular needs of a child user in 10% of the inspected kindergartens. Similar problems were also identified in evaluating the condition of sports equipment at the schools.

90.2% of the schools provide meals for the children in their own cafeterias. Increasing attention is being paid to the availability of a balanced diet and a variety of food and proper table manners. Making sure that the children have a sufficient intake of liquids continues to be a problem (deficiencies were identified in 9% of the inspected kindergartens).

### *Kindergarten Partnerships*

The cooperation between schools and parents has undergone some positive improvements. In the most recent evaluations, it was determined that in 67% of the kindergartens, the parents were involved in the development of the school's teaching programme. The majority of parents are effectively assisting in the effort to eliminate speech disorders in children – mostly through the use of home exercises and more intensive verbal communication, with a focus on the elimination of improper speech patterns. The schools offer parents counselling services and information related to preschool education. The availability of such resources were identified in 88% of the schools.

Kindergartens are also working together on their supervising entities. This collaboration revolves mostly around financial and operational matters and issues related to creating a safe and healthy environment for the attending children. During such contacts, the supervising entities of the schools usually take a forthcoming attitude but any tangible

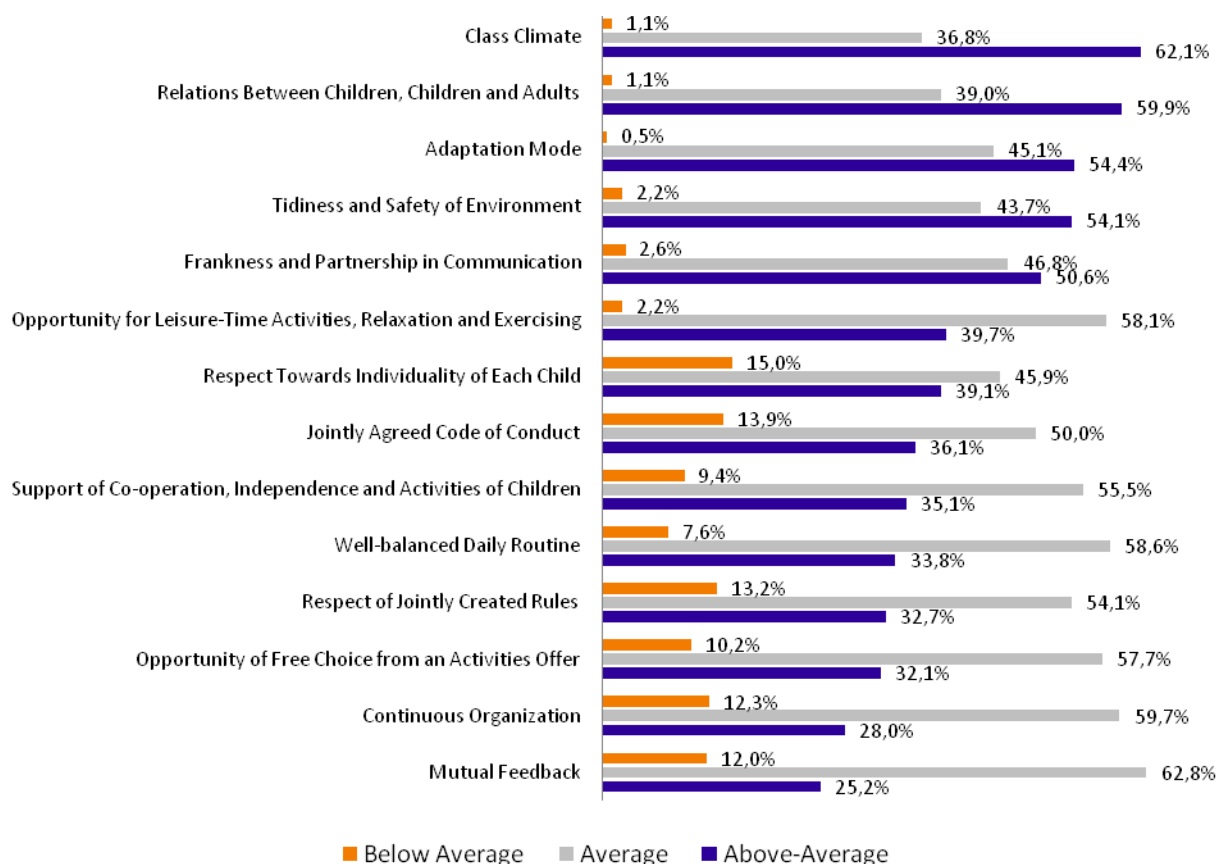
assistance basically depends on the financial resources that these supervising entities can allocate to their kindergartens. Only rarely do the supervising entities take advantage of their option of evaluating the school, based on predefined criteria.

One of the factors that makes a substantial contribution to improvements in the quality of the services provided as well as to the process of creating an school educational programme for the school is collaboration with professionals from educational and psychological counselling centres and special education centres. Over the past school year, 85% of the kindergartens were actively involved in this type of counselling activities – most frequently, as part of the preparation of educational plans for children with special educational needs.

### *Organizing the Preschool Education Teaching Process*

In terms of the organization of the teaching process, the presence of changes and the application of innovative ideas, based on the recommendations and guidelines presented in the framework educational programme, were identified in all of the inspected kindergartens. The inspectorate examined the level of organization for the various activities in a broader context, while considering the internal environment of the school as an influencing factor; and, in addition, the inspectorate set out 14 evaluation indicators that were defined in accordance with the guidelines presented in the framework educational programme. The results of the evaluation of these indicators at the inspected schools are shown in Chart 2.

**Chart 2: Evaluation of the Organization of Activities in Relation to the School's Internal Environment**



*Key: The indicators are listed in an ascending order according to the frequency of an above-average rating.  
 Horizontal Alignment – Frequency of Individual Evaluation Levels  
 Vertical Alignment – Rating According to Observed Indicators*

The values obtained from the individual indicators show that the implementation of the programmed innovations and changes into the practical activities taking place in the kindergartens is generally proceeding in a positive way. The relationships that exist between school employees and the children and between children and adults are generally open and supportive and have contributed to the ability of the schools to successfully accomplish their new tasks. However, the inspectorate was also able to identify some potential risk and problems areas related to use of taking an individualized approach to the children. In some of the kindergartens, this problem was caused by the large number of children per class and the fact that the teachers are not properly prepared for handling the newly-introduced requirements.

CSI also organized a thematically oriented inspection focused on teaching a healthy lifestyle and supporting children with special educational needs. This inspection covered 433 kindergartens.

In terms of teaching a healthy lifestyle, the kindergartens were able to see improvements in the area of conceptualization and planning. This particular topic is now more frequently included in the school educational programmes of the schools. The targeted education of school administrators has also helped to contribute to these improvements.

The positive social climate at the schools, which the teachers have been able to successfully maintain, has made a strong contribution to the ability of the schools to encourage the children to lead a healthy lifestyle. 62.1% of the inspected kindergartens were rated above-average in this particular area. Another improvement was seen in the regular practicing of supervised, preventative physical activities (which however haven't always produced the expected physiological impact. 97.8% of the inspected kindergartens have an outdoor play area and some of them have already been designing and building these facilities to correspond to the latest European trends. One major negative factor that continues to be a problem at the local level is the fact that classrooms are being filled to their maximum capacity – 28 children – which poses certain risks organizationally and in terms of the effort to focus on the individual development of each child at the preschool level.

The inspectorate has discovered that these schools are attended by 536 children (1.85%) with special educational needs. Individual educational plans had been prepared for more than 60% of such children. The conditions being provided to such children and the educational activities carried out with these children were consistent with their educational needs. The process of individually integrating these children into the general student body at the school is handled by specially trained teachers. Based on their financial capabilities, some kindergartens are starting to utilize teacher assistants.

Most of the children with special educational needs are children with speech disorders (74%). The amount of special attention provided to such children allows the kindergartens to eliminate the majority of their logaedic problems before the children start primary school.

## 2 Primary Education

Inspections were conducted at a total of 2,017 primary schools (which represents 48% of all primary schools that were listed in the School Registry in 2006). The inspectorate conducted these inspections based on the evaluation criteria that had been approved for the 2006/2007 school year, using the knowledge acquired during 2,467 classroom inspections, thematic inspections and the findings obtained during the monitoring process.

All primary schools underwent an inspection of their establishment documents and a confirmation of the appropriate approval for listing them in the School Registry. 99.6% of the facilities possessed valid establishment documentation. Changes to the conditions that are looked at when determining whether or not the school can be listed in the School Registry were identified in 957 primary schools (47.4% of all that were inspected). In 51 instances where formal deficiencies were discovered during the inspections, the problems were either remedied during the inspection or the inspectorate stipulated deadlines for corrective action to be taken.

Although the total number of primary schools has been on the decline in all regions, the number of legal entities operating multiple schools or school facilities has been increasing. A frequently seen local arrangement is one in which there is a primary school, which also provides kindergarten services (44.6% of all inspected primary schools).

The average utilization rate of regional primary school capacity was 66% - with the Liberec and Hradec Kralove regions having the highest rate of utilization (71.5% and 69.2%) and the Olomouc region having the lowest rate (58.4%). The specified capacity was slightly exceeded in only 2 schools (by 2 and 4 students).

In the 2005/2006 school year, 0.21% of the enrolled students did not finish that year and they did not complete their primary level of education.

The records maintained by the inspected primary schools show that more than 90% of students who continue onto a higher level of education transfer to different types of secondary schools after completing their 9<sup>th</sup> grade. Most of these enrolments are based on the successful passing of entry exams. In the 2006/2007 school year, 7.4% of the students who completed their 5<sup>th</sup> grade of primary school transferred to the 1<sup>st</sup> grade of an 8-year grammar school and 1.7% of the students who completed their 7<sup>th</sup> primary grade transferred to a 6-year grammar school.

## *Primary School Administration*

The inspectorate reviewed the concept documents and the strategic priorities of the schools and the progress in the preparations being made for implementing school educational programmes.

The concept plans for the further development of the school, which were to a varying extent prepared by 97.4% of the inspected primary schools, are based on education documents prepared at both national and regional levels and these plans fully respect the new tasks, which are to be addressed by the schools as part of the ongoing changes. The key priority at all primary schools was the preparation of an school educational programme, based on the 'Framework Educational Programme for Primary Education' and the creation of the conditions for implementing the programme in the 1<sup>st</sup> and the 6<sup>th</sup> grades. Another key priority was the continuing education of academic staff.

Primary schools have certain key areas around which they are focusing their curriculum, including support for information and communication technologies education and support for foreign languages (95% and 81% of the schools). With respect to ensuring equal access to educational opportunities, the concept plans focus on support for students with special educational needs (96%). Out of this group however, there is less focus on support for socially disadvantaged students (69%) and there is also less focus on support for particularly talented students (50%). 94% of the schools included in their concept documents strategies for the prevention of sociopathological problems.

All of the primary schools were in the process of drawing up school educational programmes. The testing of these programmes in the 1<sup>st</sup> and 6<sup>th</sup> grades was underway at 15% of the schools. Of the total number of students enrolled at the inspected schools, 2.6% were already getting their education through these school educational programmes. When developing their own school educational programmes, the administrators of the schools were making use of the practical experience obtained by schools participating in the 'Pilot Z' project as well as the results of their own testing of those parts of the programme that had already been finalized. In the process of upgrading and improving their existing curriculum, the schools were able to effectively take advantage of the opportunity to build upon the previously implemented 'Class' project.

The administrators of 60% of the inspected schools had already completed their own internal evaluations of their schools (in accordance with Decree No. 15/2005 Coll. on the requirements for long-term planning, annual reports and internal school evaluations);

however, only two-thirds of these schools have incorporated the results of their internal evaluations into their annual reports.

In the majority of the schools, the intense work required for preparing the school educational programmes had a positive affect on the activities of the teachers' boards. Boards are starting to pay more attention to their school's academic work in general and they are learning new things by discussing the academic structure of the school and the results of the internal evaluation process. However, the evaluation of the work carried out by the methodology committees and the evaluation of school projects is still only carried out very rarely and an assessment of the specific benefits of the above for the future development of the school and improvements to the quality of its services is often missing. The inspectorate has learned that only 89.6% of the inspected schools conduct an analysis of their academic results and their students' success rates.

All of the inspected schools had completed their annual reports for the previous school year. The required format (as specified in Decree No. 15/2005 Coll.) was adhered to by the schools and most of the contents of the reports consisted of descriptions of statistical data, rather than any analytical insights. There was no evidence of any integration with the internal evaluations conducted at the schools in these reports. This was probably due to the fact that the concept behind the newly introduced rating system is still not broadly understood; or, it could be due to the fact that the schools lack experience of knowing how to effectively implement the new rating system. Over one-third of the school administrators voiced complaints about data duplication and the redundant nature of the concurrent need to prepare both of the documents. Records on the discussions and approvals of annual reports by school boards suggest that their approach to these tasks is largely perfunctory.

### ***Staffing Conditions in Primary Education***

The administrators of the inspected primary schools have been in their positions for an average of 8.5 years with 97.7% of them having obtained the requisite professional qualifications (1<sup>st</sup> level primary schools only); or, an average of 9 years with 92% of them having obtained the requisite professional qualifications (1<sup>st</sup> and 2<sup>nd</sup> level primary schools). 92% of the administrators were appointed through an open hiring process. In the 2006/2007 school year, 256 new administrators were appointed at Czech primary schools and overall, the administrator turnover rate was 6.1% (according to the Institute for Information on Education

data, 4,199 different types of primary schools were listed in the School Registry, as of September 30, 2006).

In terms of the management work carried out by primary school administrators, the inspectorate was able to confirm that it was beneficial for such administrators to have completed either a study programme for school administrators (or a school management programme). Good or excellent management practices were identified in 57% of the inspected primary schools. The decisions of these school administrators are based on a more thorough analysis of the existing conditions for providing educational services and on a greater ability to effectively take action when it comes to both improving the school's educational services as well as organizational matters.

The schools' administrators have been giving their academic staffs an adequate opportunity to take part in the decision-making and management processes of the schools. 24% of the teachers did work in management and various types of methodologically related positions and another 16% were appointed as coordinators for implementing their school educational programme, school counsellors or officers for the prevention of sociopathological phenomena.

The completion of primary education is taking place at the inspected schools in accordance with Section 54 of the Education Act – i.e. by issuing a certificate stating that the student has completed their primary level of education. 80.5% of the inspected schools completed an exit evaluation of their students in the last year of their mandatory school attendance (these evaluations were also carried out for students in 5<sup>th</sup> and 7<sup>th</sup> primary grades who were applying to enrol in a secondary school). For students with learning disabilities, verbal evaluations were prepared (1.2% of all students enrolled in the inspected schools).

68% of all employees working at the inspected primary schools were teaching staff, of whom 72.3% had obtained the necessary qualifications. The majority of the teaching staff is female. The female to male ratio was approximately 9:1 at both 1<sup>st</sup> and 2<sup>nd</sup> primary school levels; however, 35% of all senior positions at the schools were held by men. The average age of a teacher is 42.5 and 7.9% of the teachers had 3 years or less of practical experience. 93% of the schools had existing standard procedures, which were used to train new teachers.

89.7% of the teaching staff were enrolled in some type of continuing education programme. 52% of the teachers attended courses that focused on the development of a school educational programme for a school; 73% of the teachers were enrolled in training programmes dealing with ICT and its use as part of the teaching process; and, 17% of the teachers were enrolled in programmes to improve foreign language skills. 42% of the teachers



were involved in other educational activities focused either on the particular needs of their school or on their own professional development.

### *Material Resources in Primary Education*

In evaluating the physical condition of the schools and their ability to support the fulfilment of the framework educational programme, the inspectorate focused on determining whether or not the respective school is able to provide a healthy work environment. Of all the schools inspected 98.6% of them were found to be able to meet these requirements. The data in Table 4 ranks the schools in terms of meeting the different evaluated criteria.

30% of the schools were rated 'above standard' when it comes to the quantity and quality of their learning materials and equipment. Conditions which could possibly compromise the implementation of the framework educational programme weren't found in any of the schools. The educational equipment used by the schools is readily available to students in the home classrooms or in the school's science labs or study rooms. The process of upgrading the existing ICT equipment has been somewhat held back at those schools with limited budgets.

**Table 4: School Amenities**

Examined Amenities	Recognized Status in Schools (in %)	
	Present	Missing
Home Classroom with Purposeful Equipment	99.3	0.7
Place for the Storage of Personal Items	100.0	0.0
Place for the Storage of Clothing and Shoes	96.6	3.4
Place for the Personal Hygiene of Students	98.6	1.4
Place for the Storage of Educational Tools	96.6	3.4
Areas Equipped for Relaxation Activities	83.6	16.4
Suitability of Furniture to Size of Pupils	98.6	1.4
Science Labs Including TV	86.8	13.2
Playground	75.5	24.5
School Dining-Hall	100.0	0.0

## *Primary School Partnerships*

The collaboration between the school and the parents and families of the children has been especially successful in those areas that focus on the prevention of sociopathological problems at the school. The schools are also trying to use these collaborative efforts as a means of enhancing the authority and prestige of their teachers. ICT equipment is starting to become more commonly used for communicating between the school and the students' families, along with traditional methods of doing so (group parent-teacher meetings and individual contact with parents).

At the time of the inspections, 98% of the inspected schools had their own school boards. As they were only introduced two-years ago, there hasn't yet been enough time for these boards to come fully into their own and take advantage of their competencies as outlined in the Education Act. Compared to the previous school year, the boards' involvement in the preparation of the schools' concept plans has grown from 20% to 44%.

When it comes to contacts between the primary schools and their supervising entities, most of the school administrators focus on handling problems related to the optimization and financing of school operations. The supervising entities of 7% of the inspected schools took advantage of their statutory option to evaluate the supervised school, based on existing predefined criteria.

The accessibility and sophistication of the available counselling services is improving. In most of the schools, these services are currently provided by the school counsellor, the school's prevention officer and the students' homeroom teacher. Less frequently, the schools have a special education teacher or a school psychologist. As has been a tradition in the past, most of the primary schools are working together with the local school counselling centres to provide these services. Along with a focus on counselling services involving educational as well as psychological matters, the schools are also starting to focus on assisting their students with future education and career choices.

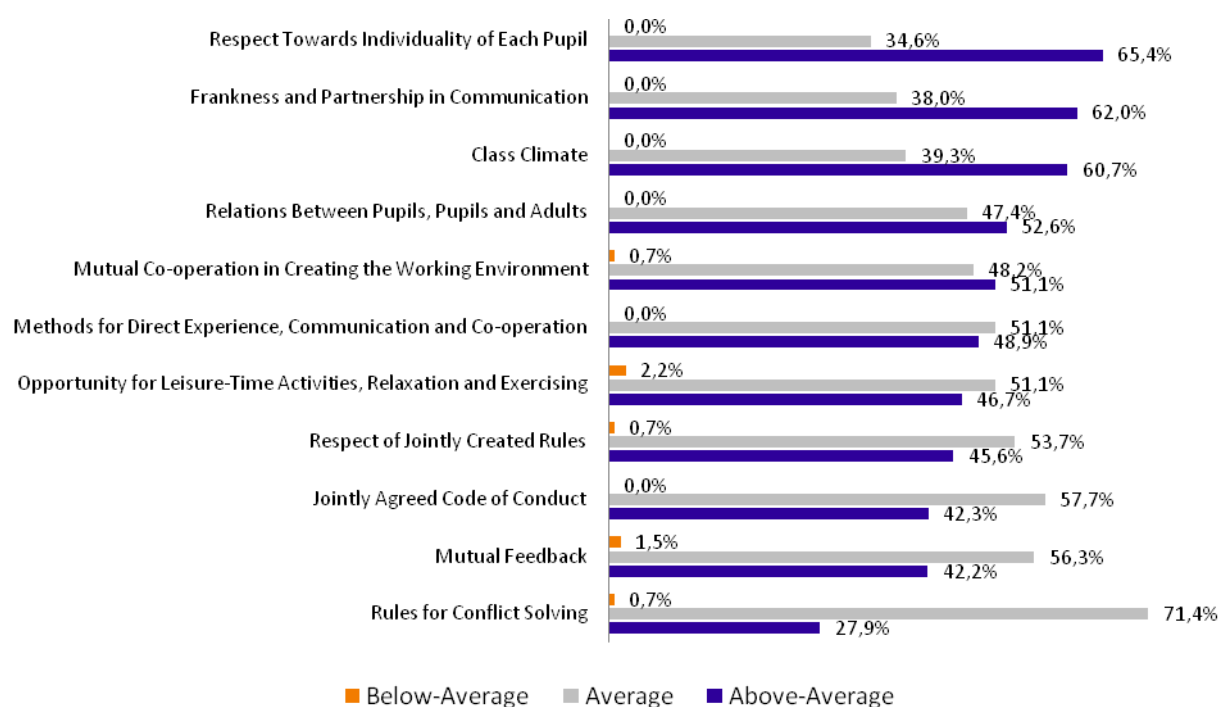
## *Organizing the Primary Education Teaching Process*

All of the schools have created their own set of internal school rules. The guidelines for the operation and internal procedures of the schools conform to the applicable legal regulations and they have become more balanced in terms of particular areas of emphasis. In a general sense, there is an effort to eliminate the previously occurring lack of balance between

the regimen of the school and the rights of the students. A great deal of attention is being paid to a clear definition of guidelines applicable to student safety and health protection.

In terms of the organizational structuring of the teaching process, the presence of changes and innovative approaches built around the recommendations and guidelines presented in the framework educational programme was evident in all of the inspected primary schools. The inspections also showed that the schools have been following up with the changes introduced as part of the 'Class' project. During its classroom inspections, the inspectorate looked at eleven different indicators, which paint a picture of the activities that are taking place in the particular environment of the examined schools. The ranking of these indicators is shown in Chart 3.

**Chart 3: Evaluation of the Organization of Activities in Relation to the School's Internal Environment**



*Key: The indicators are listed in an ascending order according to the frequency of an above-average rating.*

*Horizontal Alignment – Frequency of Individual Evaluation Levels*

*Vertical Alignment – Rating According to Observed Indicators*

Based on the observations of the operation of the schools and their educational activities and based on the interviews conducted with different types of employees at the primary schools (managers, specialists and new teachers), the climate in the majority of the inspected schools (78%) could be rated as 'good and positive' in a standard sense. Most of the

employees interviewed at the primary schools had similar opinions with respect to their rankings of key indicators used to evaluate the atmosphere at the schools. The 'open communication' indicator received a slightly more positive ranking at the 1st primary school level. Based on responses from more than three-quarters of the employees questioned at both primary school levels, the atmosphere at their schools was characterized as being one where there was an open feeling of communication with the school respecting the needs of its students. Primary school teachers – especially the newer teachers – were more critical in terms of rating the students' level of involvement in the running of the school – e.g. a functioning student government organization was found at 42% of the inspected schools. The schools are trying to promote an atmosphere of tolerance and collaboration between the students in the classrooms.

The general mind-set of the teachers and their motivation to continue pursuing the teaching profession is being negatively affected by their personal feeling that the public considers the teaching profession to be not a very prestigious type of career. Nearly two-thirds of those teachers participating in the inspections felt that a higher level of compensation would resolve this issue.

The education of special need children and students was a topic included in the future concept plans of 95% of the inspected primary schools (i.e. both special schools that specifically cater to such students, as well as schools that integrate these students into the general school population either on an individual or group basis). A growing number of schools are starting to employ either a teacher's assistant or a personal assistant. The situation seems to be satisfactory in terms of the continuing education of teachers who cater to the needs of students with special educational needs. When it comes to the availability of compensatory and re-educational tools at the schools, the inspectorate also found no substantial deficiencies.

In designing their school educational programmes and when implementing these programmes, teachers often used the support of the local school counselling centres. There is a growing tendency to individualize and differentiate the teaching process and more than 90% of the inspected schools used appropriate means of support to teach students with special educational needs.

In 99% of the inspected primary schools, the collaboration between the parents of children with a handicap and teachers at the 1<sup>st</sup> primary school level was rated as 'very good' or 'exemplary'. The evaluation of the results achieved by students with special educational needs continues to be one of the problematic areas. Especially at the 2<sup>nd</sup> primary school level,

the predominant method of rating a student's performance is to give them a grade, as opposed to giving them a verbal evaluation, which would be more motivational for the children.

Through the thematic inspections focused on examining the promotion of a healthy lifestyle among children attending the 1<sup>st</sup> primary school level, the inspectorate learned that the schools had incorporated this topic into their concept plans, as well as into the preparation of their school educational programmes. Topics related to the promotion of a healthy lifestyle were appropriately incorporated into the schools' mandatory subjects (basic studies, natural sciences, physical education, etc.). Many of the schools actively participated in projects related to the promotion of a healthy lifestyle (63%). Consideration was also given to a focus on environmental awareness and the basics of drug abuse prevention. An emphasis on promoting a healthy lifestyle was a topic permeating the entire teaching process. In 97.8% of the inspected schools, the class schedules were laid out in such a way as to recognize the relative difficulty level of the different subjects. In 95% of the schools, some type of exercise regimen was incorporated into the break times between classes. 83.6% of the schools have special areas designated for relaxation and recreational activities.

### 3 Secondary Education

Inspections were conducted at a total of 742 secondary schools (which represents 40.4% of all secondary schools listed in the School Registry in 2006). 46 of these schools had the status of a legal entity, which are also providing the services of a higher level professional school. The inspectorate conducted these inspections based on the evaluation criteria that had been approved for the 2006/2007 school year, using the knowledge acquired during 1,772 classroom inspections, thematic inspections and the findings obtained during the monitoring process.

All secondary schools underwent an inspection of their establishment documents and a confirmation of the appropriate approval for their listing in the School Registry (in the case of higher level professional schools, the inspectorate also confirmed that they had the proper accreditation for the programmes offered by the school). 97% of the facilities possessed valid establishment documentation. Changes to the conditions that are looked at when determining whether or not the school can be listed in the School Registry were identified in 363 secondary schools (48.9% of all that were inspected). In 12 instances where deficiencies were discovered during the inspections, the inspectorate set deadlines for corrective action to be taken.

The inspectorate discovered that optimization efforts were underway in the area of secondary education in all of the country's regions. Part of these optimization efforts were the establishment of legal entities that provide the services of multiple schools and multiple school facilities. According to ÚIV statistical data, available from September 30, 2006, there were seven newly opened grammar schools [a special type of secondary school]; eight secondary professional schools had closed down along with 165 (22.4%) secondary vocational schools and trade schools.

The average utilization rate of the capacity of regional secondary schools was 74% - with the Moravia-Silesia region having the highest rate of utilization (85.6%) and with Central Bohemia having the lowest (65.7%). In the remaining regions, utilization rates were always within a range of 70-75%. The specified capacity was exceeded in 5 schools – to only a minor degree in three of the schools and substantially in two of the schools (by 93 and 123 students respectively).

The administrators of the secondary schools pointed out certain potential risks associated with the acceptance procedures now being used by a number of tertiary educational

institutions. They pointed out that these tertiary professional schools are putting only a minor emphasis on the results achieved by applicants during their prior secondary school studies and instead the schools are basing their selections on the ability of the students to successfully pass entrance exams. The conversion of most tertiary-level schools to the more universal use of entry exams as the primary determinant of acceptance prevents the applying students from making full use of their prior academic accomplishments.

### ***Secondary School Administration***

The concept plans for the further development of the school, which were to a varying extent prepared by 97.4% of the inspected secondary schools, are based on education documents prepared at both national and regional levels and these plans fully respect the new tasks, which are to be addressed by the schools as part of the ongoing changes. The schools are currently in the process of preparing and testing school educational programmes for those areas of study for which framework educational programmes are already available. All secondary schools offering secondary school programmes, which are accompanied by a graduation exam, have continued with preparations for the new graduation model that has been introduced under the new Education Act. Upgrading their existing curriculum has been the number one priority of the schools.

Secondary schools have certain key areas around which they are focusing their curriculum, including support for education in the area of information and communication technologies (93.5%) and support for foreign languages (86.7% of the schools). One of the positive findings was the fact that the teaching of human rights and tolerance were included as standalone topics in the curricular materials of the schools and the school educational programmes that are currently in the preparatory stage.

Strategic efforts to prevent sociopathological problems were included in the concept documents of 96% of the schools.

Eight-year grammar schools were in the process of finalizing their preparations for implementing school educational programmes based on the framework educational programme in their starting grade. In designing the school educational programmes for their schools, the school administrators were able to successfully utilize the experience acquired by the schools that participated in the 'Pilot G' project (and also the 'Pilot Z' and 'Pilot S' projects) and the results of their own testing of those parts of the educational programme, which have already been finalized.

Another plus was the fact that the inspectorate didn't come across a single school which was ignoring the forthcoming changes to procedures that are part of the completion of their course of studies. Approximately 10% of the schools took a clever and exemplary approach to their preparatory work, planning and design of future strategies. Compared to the findings from the previous school year, there has been evident improvement. 82% of the inspected schools had existing educational plans in the area of innovative teaching methods and plans for material and technical changes in relation to the newly introduced graduation exam model. All but one of the inspected schools had a plan for preparing students for the optional exam, which is part of the general graduation exam. 53% of the schools had modified their curriculum as part of preparing students for their graduation exams. This was done in an effort to put a greater emphasis on those subjects that are included in the general graduation exam. Approximately 38% of the schools also introduced changes to the curriculum for some of the subjects included in the general graduation exam, in accordance with the catalogue of requirements for the general graduation exam.

With a few exceptions, the administrators of the schools have been able to motivate their teachers to make changes and pursue continuing educational efforts, which can help in making the reformed graduation exam a success. One of the important findings from the inspections was the fact that the preparatory work was being done not just by individual members of the teaching staff, but in 82% of the schools, this work was also being carried out by teams. This is another area where notable improvements were evident in comparison to the previous year (in the previous school year, this number was 63%). This demonstrates that the school administrators, as well as the teachers, are starting to assume a greater degree of responsibility for the proper preparation for the new graduation exam model.

As in the previous school year, this year's inspections have also shown that the schools are making use of feedback mechanisms that focus on monitoring the progress in preparing for the new graduation exam model and monitoring the teaching process at the school and its results. 85% of the schools had their own quality monitoring system. All of the schools inspected had kept track of their results under the current graduation exam model. 77% of the schools participated (at least once) in the 'Step-by-Step' programme (a graduation-dry-run). 74% of the schools had created their own comparative tests and 41% of the schools also used commercially available tests. The results using these procedures are examined by the schools and used to improve the quality of their teaching methods.



In terms of the material resources required for the completion of secondary school studies through a graduation exam, 15% of the schools were found to lack appropriate IT equipment.

### *Staffing Conditions in Secondary Education*

91.3% of the schools' administrators have met the qualification criteria established under Section 5 of Act No. 563/2004 Coll. More than half of the senior positions at secondary schools are staffed by men, with the other 47% of these senior positions staffed by women. 46 new administrators had been appointed at the inspected schools. The turnover rate of school administrators over the last school year was 3.1%. The average time-on-the-job for the administrators of the inspected secondary schools was 9 years and there was one school in which the administrator was over the age of 65.

The inspectorate rated the management skills as 'good' at two-thirds of the inspected schools. The decisions of their school administrators are based on a more thorough analysis of the existing conditions for providing educational services (professional analytical methods such as 'SWOT' analyses are also used). The inspectorate has also observed improvements in the administrators' ability to effectively take action when it comes to both improving the school's educational services as well as other types of organizational matters.

One of the inspectorate's positive findings was the fact that the schools' administrators have been giving their academic staffs an adequate opportunity to take part in the decision-making and management processes at the schools. Approximately twenty percent of the teachers did work in management and various types of methodologically related positions and another 11% were appointed as coordinators for the implementation of their school educational programme, school counsellors or officers for the prevention of sociopathological phenomena.

Administrators at 64% of the inspected schools have already prepared internal evaluations for their schools (in accordance with Decree No. 15/2005 Coll.). However, only about half of these evaluations had been incorporated into their annual reports by the schools. Professional evaluation systems (such as 'ISO' or 'CAF') were used by 8.7% of the schools. The teachers' boards are learning new things by discussing the academic structure of the school and the results of the internal evaluation processes.

All of the inspected schools had completed their annual reports for the previous school year. Most of the schools are connected to the internet and they post these reports on their

school websites. Some of the school administrators voiced complaints about data duplication and the redundant nature of the concurrent need to prepare both the annual report and the internal evaluation for the school.

79.5% of the teaching staffs have obtained the respective professional qualifications. The female to male ratio of the teaching staffs is 6:4. Older and more experienced teachers predominate at secondary schools. Teachers with 3 years or less experience represent only 6.6% of these staffs.

As in previous school year, the Czech School Inspectorate monitored the staffing conditions related to teaching the mandatory subjects that are part of the general graduation exam. In the 2006/2007 school year, 94% of the teachers at the inspected schools possessed the requisite professional qualifications for teaching the Czech language and literature, 57% possessed the qualifications necessary for teaching English as a foreign language and 82% possessed the qualifications necessary for teaching a second foreign language (in most cases German). This data confirms the continuation of the negative status of this situation – especially when it comes to the availability of professionally qualified teachers for English classes. On the other hand, one of the positive findings was the fact that – as in the previous school year – in 2006/2007, the inspected schools gave a staffing preference to professionally qualified teachers in scheduling classes (95% of the weekly lessons in the Czech language and literature, 64% of the weekly lessons given in English, 96% of the weekly lessons given in a second foreign language were taught by professionally qualified teachers).

As was the situation in previous years, teachers at grammar schools were shown to possess a higher level of professional qualifications than those teaching at other schools during the 2006/2007 school year. All Czech language and literature classes were staffed by professionally qualified teachers. Grammar schools also had more qualified teachers in the foreign language area compared to other types of secondary schools.

93% of the teaching staff at the inspected secondary schools have completed or were enrolled in continuing education programmes focused on the priority areas of the schools (including the development of an school educational programme for the school). 74.3% of the teachers had enrolled in training programmes in the ICT area, 13.7% were working on improving their foreign language skills and 27.7% were studying in other areas.

## *Material Resources in Secondary Education*

Compared to the other education levels, the secondary education area has the greatest availability of material resources. The inspectorate rated the material conditions at 96% of the inspected secondary schools as a 'good' or 'functional' standard (or higher), with the remainder receiving a 'below average' rating.

The efforts to upgrade the existing ICT equipment at the secondary schools has continued and improvements were evident in the amenities designed to support the development of reading skills.

The material conditions were rated as 'standard' in 83% of the schools and as 'excellent' in 17% of the schools. Conditions that would be considered risky were not discovered in any of the inspected schools. The material resources available to the students are also routinely used by foreign students who participate in all school and after-school activities along with the other students.

## *Secondary School Partnerships*

The cooperation between the schools and the parents and families of the students has been particularly successful in areas focused on the prevention of sociopathological problems in secondary schools. Another form of cooperation between the schools and the parents is partnerships with professional associations in which parents are members. The ideas and recommendations presented by parents and these associations are reviewed by the management of the schools and often incorporated into the schools' future planning.

At the time of the inspections, 98% of the inspected schools had their own school boards. There hasn't yet been enough time for these boards to have fully come into their own and take advantage of their competencies as outlined in the Education Act. The boards' greatest involvement is in the preparation of the schools' concept plans. When it comes to reviewing the schools' internal evaluations and annual reports, their involvement is of a rather formal nature and usually involves just giving an approval.

As regards the contacts between the secondary schools and their supervising entities, these usually revolve around financial matters; however, the schools are starting to pay more attention to the needs and the specific attributes of the local region in shaping their concept plans and in creating their own school educational programmes. The supervising entities of

11% of the inspected schools took advantage of their statutory option to evaluate the supervised school, based on existing predefined criteria.

Counselling services are available at the school level (through school counsellors, officers for the prevention of sociopathological problems and other specially appointed personnel). The schools are also working together with local school counselling centres in providing these services. The level of quality at which these services are being provided is generally good and discrepancies were uncovered in less than 5% of the schools.

Most of the counselling provided at secondary schools focuses around assisting with issues involving relationship and personal problems (i.e. typical adolescent problems). Another focus area is support in overcoming difficulties associated with the student's chosen career path and, in some cases, assistance in situations in which the student is frustrated due to having made the wrong choice.

### *Organizing the Secondary Education Teaching Process*

At the inspected secondary schools, both the theoretical and practical parts of the teaching process conform to the existing curriculum documents. Throughout the course of the year, the schools have been incorporating into their teaching the testing of their school educational programmes that they have been preparing. This has been done based on the areas of study for which framework educational programmes have already been prepared.

The majority of the students enrolled in grammar schools are trying to apply for enrolment in a tertiary level school. The interest among the students of secondary professional schools in higher level study programmes has also been increasing. The administrators of the schools provide students with the opportunity to prepare for their selected future areas of study by, for example, letting them get involved in special projects related to their fields of study.

During the inspections, the inspectorate found that the transfer of students to another school does occur, but this is very infrequent. On the other hand, transfers between different secondary school areas of specialization (not really a major but an area of concentration or greater focus) occur more frequently than transfers to a different school (usually after – or even before – the completion of the first grade). These transfers are usually the result of an improperly chosen specialization or the inability of the student to do well in the chosen area.

The education of students with special educational needs is primarily taken care of at secondary schools catering specifically for this type of student. In other secondary schools,

such students represent less than one percent of the respective student body. The administrators of the inspected secondary schools often stated that they either don't provide services to such students; or, they treat situations in which they have a student with special educational needs on an individualized basis. The care for these students usually consists of various types of specific measures that are put in place as necessary. Only rarely have the schools included the issue of educating students with special educational needs into their concept plans. The existence of individual educational plans was discovered in less than one-third of the inspected schools and the existence of modifications or additions to these plans was even less frequently encountered. The results achieved at secondary schools in the area of educating students with special educational needs are not being systematically evaluated either positively or negatively.

Based on the results of interviews conducted with selected groups of secondary school employees, it is clear that the primary factors behind the positive atmosphere found at the schools was the pleasant working environment, and the personal support which most (two-thirds) of the respondents found in their family environment.

The managers of secondary schools, the specialists and beginning teachers also understand and respect the fact that a pleasant working environment can't exist without an atmosphere of mutual respect on the part of teachers and students and without respect for the educational needs of the students. When it comes to the issue of financial compensation and related resources, they seem to be unanimous in their criticism of the existing circumstances. They would like to see more prestige accorded to the teaching profession. More than half of the questioned employees believe that the fact that their profession lacks prestige in the eyes of the public has a negative impact on the climate at our secondary schools.

# PART B

## 4 Foreign Language Studies

### 4.1 *Preschool Education*

During the inspections conducted in 635 kindergartens in the 2006/2007 school year, the inspectorate reviewed the fulfilment of the objectives of the 'Action Plan for Foreign Language Studies in Preschool Education'. Approximately half of the schools (47.2%) offered some type of foreign language programme. The administrators of these schools were responding to the interest of the parents in having their children enrolled in foreign language classes (mostly in English). Most of these studies were organized in the form of clubs oriented around the study of the foreign language (82.4%). The inspectorate learned that there was either a lack of suitable lecturers and qualified teachers (this was especially true for English) or that there was a shortage of financial resources that would enable the schools to pay for these studies. 5.6% of all kindergarten teachers were trying to improve their professional qualifications for teaching a foreign language by enrolling in continuing education programmes. There is a great deal of interest in obtaining additional support for the studying of English and for propedeutic activities in the area of preschool children's foreign language studies.

Based on the interviews conducted with kindergarten administrators, the inspectorate was also able to determine that the majority of the kindergartens that have already been offering some type of regular foreign language studies (13.3%) were also planning to incorporate this type of school work into the school educational programmes of their school.

### 4.2 *Primary Education*

16% of the 175 inspected primary schools, at which the inspectorate looked at their foreign language study programmes, had their own concepts for teaching foreign languages. Approximately half of the schools are developing such concept plans along with their school educational programmes and a third of the schools had included concept plans in the area of foreign languages as part of their strategic objectives, as outlined in the concept documents prepared for their schools. The steps that were being taken by the schools in this area were most frequently based on the objectives of framework educational programmes, the objectives

of the 'European Language Portfolio', the objectives of the 'Common European Reference Framework' and the objectives that are part of the 'National Plan for Teaching Foreign Languages'. The concepts presented for the development of foreign language studies most frequently consisted of a combination including the teaching of foreign languages with support for international collaborative efforts and motivational activities, improvements in the quality of the available human resources, improvements in the language skills of the teaching staff and the utilization of the latest trends in the area of language studies.

The newly introduced requirement to create school educational programmes for each school has resulted in the need for the teaching staff to pursue their own continuing education and work together, holding discussions, presenting arguments and respecting the opinions of others – all of which are designed to positively affect the ability of the teachers to collaborate and work together as a team. This collaboration is taking place through groups focused around teaching strategies and curriculum committees looking at foreign language study programmes. In the current reform era, such collaborative efforts primarily revolve around shaping school educational programmes for the schools, implementing modern educational methods and procedures, standardizing curriculum materials and methods of ranking students, exchanges of expertise, motivational activities, the continuing education of the academic staff, passing on information and knowledge, acquiring material resources for foreign language training and visits of teachers between schools.

In more than half of the inspected schools, the continuing education of the teaching staff focused on the methods and approaches to be used in teaching foreign languages; and, in less than half of the schools, these efforts focused on improving the teacher's language skills. Teachers in 28% of the schools were enrolled in special training programmes related to the creation of school educational programmes for the schools. Although ICT is one of the priority areas in continuing education, this training isn't always focused on the use of these technologies as part of foreign language studies. Only a few of the inspected schools focused on teaching students with special educational needs when it comes to the further training of their teachers in the foreign language area; and, only a small fraction of the schools inspected took advantage of the educational activities available that focus on working with the 'European Language Portfolio' and the 'Common European Reference Framework'. To improve their language skills, the teachers also participated in the MEJA development programme and the 'Language Gate' lifelong learning project. 15 of the teachers were enrolled in a university programme in order to enhance their qualifications and meet the necessary criteria.



In nearly two-thirds of the inspected primary schools, the students have a choice in their selection of a foreign language – usually they can choose between English and German. The interest in learning English is increasing among students (usually resulting in a lower number of students enrolling in German classes). Larger schools generally are able to offer more foreign language study choices (this is especially true of schools with expanded language programmes and schools having the staff with the necessary qualifications). In those schools in which students don't have the option of choosing a foreign language, this lack of choice is mostly due to a low number of students, a lack of qualified staff or the growing lack of interest in learning German. In the case of primary schools with a limited curriculum, there is an important relationship between the foreign language programmes provided at that school and those offered at the respective magnet school.

In 45% of the schools, the foreign language studies that are provided for the integrated students were included in the school educational programme. In 9 cases, the schools had the use of a teacher's assistant. Other frequently used forms of support provided to these students in an effort to respect their particular needs were the tolerating of learning difficulties, less strict performance rankings and grading, occasional after-school assistance and intervention on the part of the teacher, respecting the student's preference for an emphasis on the verbal or written form of the language and sometimes the need to give a student additional time to complete a task. Only 6 out of the total number of schools inspected worked with 10 exceptionally talented students. Two of these students were moved to a higher grade after completing the necessary exams and the remaining students are being worked with on an individual basis. In one way or the other, the schools have been trying to offer various special options to more talented students – including the chance to participate in special projects.

The coordination of the teaching process, which takes place at the first and at the second primary school levels, is handled through a collaboration between the teachers working at the two levels. This collaboration is handled through methodology committees and by working together with magnet schools. To test the knowledge of the students when leaving school, the schools use their own tests, the available textbook tests or standardized commercial tests; and, in some cases, the schools don't test the students at all. When evaluating the student's level of knowledge at the exit stage, it is uncommon for primary schools to work with the language skill classifications established in the 'Common European Reference Framework', analyzing the results and then adopting and implementing measures called for from the analysis of the data.

Although the majority of the schools (115) are taking individual steps that are designed and implemented to support their language courses, these steps aren't based on any systematic evaluation of their foreign language study programmes. Most of these steps relate to human and material resources and the continuing education of the teachers. Only a few of them focus on improving the quality of the existing education and training processes and motivational activities. Other steps relate to adjustments to class schedules by increasing the availability of additional study hours for foreign languages, the availability of foreign language classes as optional courses and after-school activities, as well as engaging in international partnerships.

### **4.3 Secondary Education**

Of the total of 145 examined secondary schools, more than half of the grammar schools, but only 10 of the secondary professional schools and 2 of the vocational schools had an existing concept plan for foreign language studies, which reflected the concept materials available in this area ('National Plan for Teaching Foreign Languages', the 'Common European Reference Framework' and the 'Framework Educational Programme'). In addition to these schools, others were also able to increase the amount of time they devoted to teaching foreign languages and to implement modern teaching methods – mostly in relation to the changes accompanying the redesign of the existing state graduation model exam. Some of the schools were able to respond to the current labour market needs by introducing optional courses that taught foreign languages. The schools are also trying to prepare their students for their future career choices by teaching them professional terminology, practicing communication skills and – to a somewhat lesser extent – by preparing them for internationally recognized testing.

Most of the schools have set up their own curriculum committees and methodology committees for foreign language programmes. The activities of these committees vary – some deal mostly with organizational matters, such as school trips, contests, the selection of textbooks and the preparation of thematic plans. In other schools, the teachers are coordinating the teaching process based on the school's individual strategy for teaching foreign languages, based on their own evaluation criteria, comparison testing and on teacher classroom visits between schools. The number of schools that use a standardized textbook series is increasing. The teachers at grammar schools have been involved in the preparation of their school educational programmes (18 grammar schools). A lack of teacher cooperation

and involvement is especially evident in those schools where the teaching is carried out by external or retired teachers.

There is a lower degree of interest in continuing education in vocational schools. As to the reasons why the teachers in some schools aren't interested in continuing education programmes, the most frequently given reasons were poor accessibility to educational centres or the fact that the teachers weren't regular staff at the school. In accordance with the requirements that are part of the reforms taking place in the educational system, the teachers were pursuing continuing education and training in the area of teaching methods and training in particular subject areas and they participated in training courses on state graduation exams. At 11 schools, the language teachers were trained to work with students with special educational needs. The teachers at 37 schools were enrolled in language courses. Some of the schools indicated that there were an insufficient number of continuing education options for teachers of German.

At four-year grammar schools, the students are continuing to study the foreign language that they studied at primary school. In grammar schools with additional grades, English is taught as the mandatory number one foreign language. Students from four of the inspected secondary professional schools and four of the vocational schools didn't have an option to continue with the language that they had studied at primary school, after their enrolment in the secondary school. When asked about the reason for this, the schools stated that the number of students choosing the particular language was either too few or that the choices were made after consideration was given to the future likely career of the student (areas near the border). In two of the schools with IT as their area of specialization, English was selected as the foreign language to be studied by all students. In two other cases, the schools stated that they were unable to offer a requested language due to a lack of staff.

The level of care provided to students with learning disabilities varied substantially from school to school. There are only a few schools where all of the teachers have been trained to work with students with special educational needs, where individual educational plans had been prepared for these students and where the teachers adhered to these plans during the teaching process and when evaluating the performance of the students. The predominant approach has been for teachers to provide assistance on an individualized basis, following their own intuition. There were also secondary schools that indicated that they either didn't have any students with special educational needs or, that if they do, they don't consider it to be necessary to have to provide any special assistance to these students. The majority of the inspected schools – including grammar schools – also indicated that they

currently don't have any exceptionally talented students. Students with above-average grades are allowed to participate in various contests and projects and, when it comes to the teaching process itself, the treatment of these students usually depends on the individualized approach of each teacher.

In one-third of the secondary professional schools and in one-half of the grammar schools, the entering student's level of knowledge is determined through testing, which is carried out by the school before the start of the school year. However, in at least 10% of the schools, there is no testing of entering students and the students start to learn their chosen foreign language from a beginner's stage. An alarming finding was the fact that in one-third of the inspected secondary vocational schools, there is a lack of continuity between the teaching process that the student undergoes at primary school, and that which takes place in secondary school. A quarter of the inspected schools expressed dissatisfaction with the level of foreign language training that their students obtained at primary school.

The schools that put the greatest emphasis on the level of knowledge of their graduating students are grammar schools, business academies and hotel schools – i.e. the schools where a foreign language exam is a mandatory part of graduation. More than half of these schools also participate in the graduation-dry-run type testing programme. In those schools where a foreign language exam isn't a mandatory graduation requirement, the level of knowledge achieved by the graduating students is most frequently tracked by using the testing tools of the Centre for Education Results Recognition (CERMAT).

Thirty grammar schools and fifteen secondary professional schools and secondary vocational schools prepare foreign language evaluations. These are mostly focused on evaluating the existing conditions and the involvement of students in motivational activities. Less frequently, they also examine the language proficiency of the graduating students (10 of the schools).

Most of the schools have been implementing individual steps designed to improve the quality of their foreign language programmes. Most frequently, these have involved the allocation of additional time for studying a foreign language and the introduction of a foreign language as an optional course (16 of the schools). Some of the steps taken have involved trying to improve the material resources available for the teaching process. Only a fraction of the inspected schools had taken a more comprehensive approach to this subject area, focusing their efforts on not only on the continuing education of their teachers, but also on implementing modern teaching methods, standardizing performance reviews and support for learning professional terminology.

## 5 Information Literacy

The objective of the inspections was to evaluate the level of support being provided in the area of information literacy, to look at the current trends, to examine the methodologies being applied and to assess the existing condition and the level of utilization of ICT tools as part of the teaching process in subjects that don't directly deal with information technologies. To obtain their findings, the inspectors analyzed the documentation maintained by the schools, interviewed academic staff and noted their own observations of the actual conditions.

### 5.1 *Preschool Education*

The broader use of ICT tools in kindergartens is being inhibited by a lack of the necessary financial resources. 60.8% of the teachers at the inspected kindergartens have enrolled in continuing education programmes focused on the use of ICT tools. Where possible, the knowledge and skills obtained through enrolment in such programmes is being used during concept planning for the school and as part of the teaching process. Despite these efforts, approximately half of the teachers consider work with a PC as not a priority in preschool education.

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### 5.2 *Primary Education*

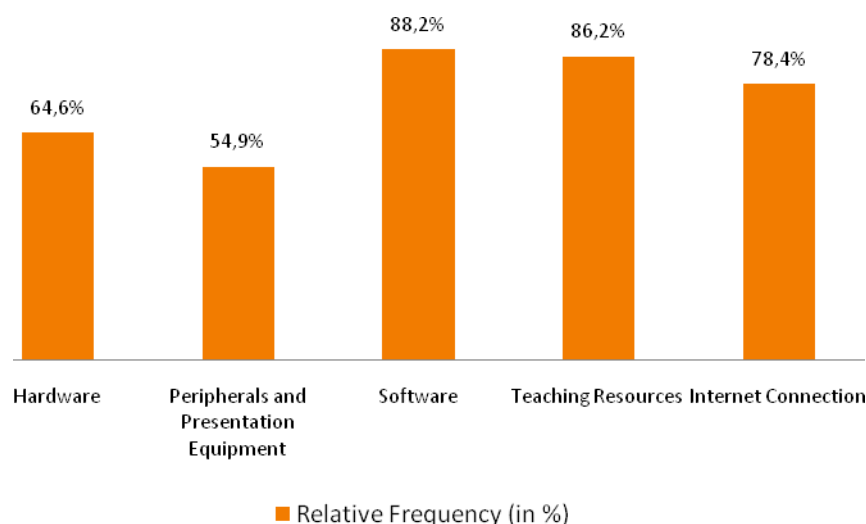
The inspectorate looked at the utilization of ICT tools as part of the primary education teaching process in 492 primary schools from all regions of the Czech Republic and 21 primary schools catering to students with special educational needs. Of the inspected schools, 16% were rated as 'exemplary' and 72% were rated as 'functional' (i.e. as not requiring any major changes). In 10% of the schools, the inspectorate uncovered conditions that are still acceptable; however, changes will be required in several areas in the future. There were 6 schools where the utilization of ICT tools was below an acceptable level. The inspectorate also learned that development programmes that are part of the 'National Strategy for ICT in Education' (SIPVZ) are not being implemented to the level expected.

The introduction of ICT tools and their use in the teaching process currently largely depends on the school's ability to work with the results of its own internal evaluations in the area of ICT. This is because, as yet, there is no systematic approach available for use in this

area. If the school administration works with their own evaluations, they usually have the individual steps of their implementation of ICT worked out and they also regularly evaluate the impact of these steps on the teaching process. Subsequently, they then move forward with the further implementation and utilization of ICT. This monitoring and evaluation is important not only with respect to the ongoing level of utilization of ICT tools as part of the teaching process, but also with respect to the selection and availability of ICT equipment for use by the school.

88% of all of the primary schools inspected had their conceptual steps worked out and 98% of the school administrators have met their information literacy requirements.

**Chart 4: ICT Resources Availability in Primary Schools According to the ICT Services Standards in Schools\***



\* See the Procedural Guidelines of the Ministry of Education Youth and Sports, Ref. No.: 30 799/2005-551.

Teaching software is the most frequently used type of ICT tool in primary schools. More than 95% of the inspected schools use these programmes.

Approximately 46% of the inspected primary schools were able to meet the applicable ICT services standard. The most frequently used types of ICT tools were system programmes and learning tools (88% of the schools have met the ICT services standard in this area). An area where the standard is not as well met is in the availability and use of peripheral devices and presentation equipment, which seems to be a big problem for many of the schools (45%). Some of the schools also have a problem obtaining a better quality connection to the internet (nearly 22% of the schools). According to the statistical data of the Ministry of Education, as

of December 31, 2006, 327 of the schools had no internet connection at all (3.6% of the 97.66% of the schools listed in the School Registry).<sup>1</sup>

93% of the teachers at the inspected schools have met the professional qualification criteria in the area of information literacy. However, the inspection results show that the ability to utilize ICT tools as part of the teaching process depends more on the teacher's practical ICT utilization skills than on their information literacy.

Half of the inspected primary schools use ICT tools for communicating with the parents of the students. This communication usually takes place in the form of emails or postings on websites.

### 5.3 Secondary Education

CSI monitored the efforts to provide support for the personal and academic development of students in secondary education at 244 secondary schools in all regions of the Czech Republic. Of these schools, 61 were grammar schools, 145 were secondary professional schools, 33 were secondary vocational schools and 5 were secondary schools catering for students with special educational needs.

**Table 5: Assessment of ICT Resources Usage in the Educational Process**

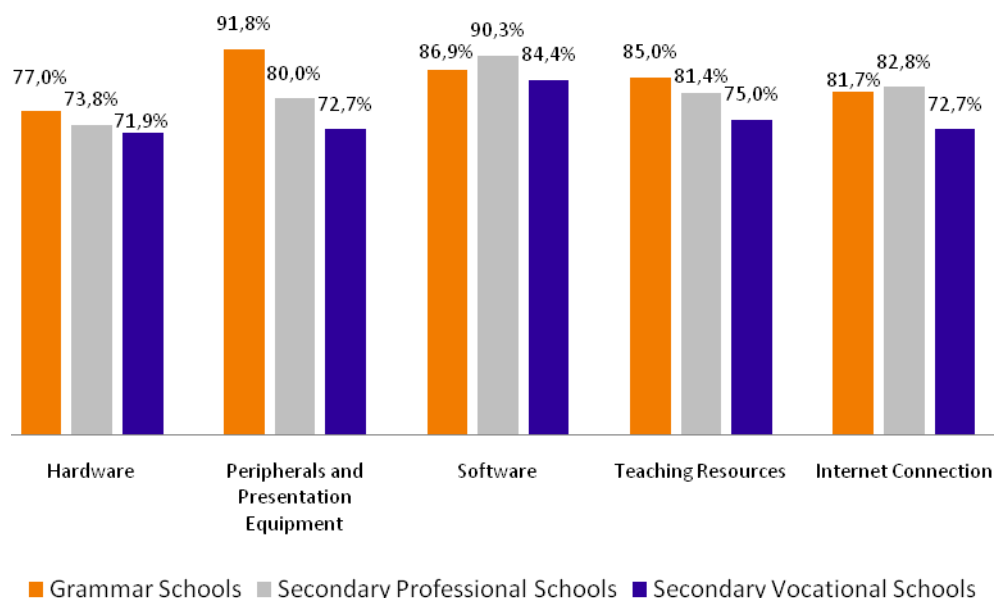
Type of School	Excellent (in %)	Standard (in %)	State Requiring Changes, Eventually Sanctions (in %)
Grammar Schools	28.3	56.7	15.0
Secondary Professional Schools	22.2	62.5	15.3
Secondary Vocational Schools	9.1	63.5	27.2

The degree to which ICT tools are utilized in the teaching process largely depends on the manner in which these tools have been incorporated into the strategic planning for the school, on how the school has been able to incorporate the respective concept strategies into its ICT plan and on how the school has been able to work with the data obtained from its own internal evaluation process. How frequently these tools are used depends on the information literacy level of the teacher. The teacher's own ICT skills play a key role in determining their ability to utilize these tools in the teaching process. These skills are reflected in the activities that are carried out with the students and the students' ability to develop their own skills in

<sup>1</sup> "ICT in Czech Education in 2006". A document of the Ministry of Education, Youth and Sports, prepared as part of the reconciliation for SIPVZ funding.

this area. The better the technical skills of the teacher, the more effectively the teacher is able to pass along their ICT knowledge to their students.

**Chart 5: ICT Resources Availability in Secondary Schools According to the ICT Services Standards in Schools\***



\* See the Procedural Guidelines of the Ministry of Education Youth and Sports, Ref. No.: 30 799/2005-551.

Key: Vertical Alignment – Relative Frequency

On average, 98% of the teachers at secondary schools meet the applicable information literacy criteria. When it comes to the different types of ICT tools used in secondary schools, teaching software was the most frequently used tool; and, conversely, the least frequently used option was the ability to participate in the development projects that are part of the 'National Strategy for ICT in Education' (SIPVZ) (see Table 6).



**Table 6: Most Frequently Used ICT Resources in the Educational Process**

Type of School	Use of Teaching Software (in %)	Creation of Curriculum Materials (in %)	Implementation of the Development Projects Within the National Strategy for ICT in Education
Grammar Schools	86.9	72.1	62.3
Secondary Professional Schools	89.7	67.6	57.9
Secondary Vocational Schools	78.8	57.6	42.4

On average, 80% of the inspected grammar schools and secondary professional schools also used ICT tools for communicating with the parents or legal guardians of their students. 60% of the examined secondary vocational schools used such tools for this type of communication.

## 6 Reading Skills

2006/2007 was the first school year in which CSI made an evaluation of the support being provided for developing reading skills. In kindergartens, the inspectorate looked at the activities that are part of the effort to prepare children for their future learning of how to read and write. In primary and secondary schools, the inspectorate looked at the teaching of the Czech language; and – to a somewhat lesser degree – the inspectorate also looked at the utilization of reading skills in other subjects. CSI also carried out certain activities, which were part of the PISA international study that was conducted in previous years. During the inspections, the inspectorate utilized some of the experience it had gained in these previous studies and it focused on the areas in which Czech students had repeatedly been shown to have had deficiencies.

### 6.1 *Preschool Education*

The inspectorate examined 77 kindergartens, where it evaluated the current status of the practical testing of the projects that are expounded in the 'Child and Its Mental Processes' focus area, prior to the implementation of school educational programmes at the schools. This particular focus area has been properly incorporated into the school educational programmes of 88% of the schools. The preparedness of the teachers was rated as 'good' and 67% of them took advantage of the available continuing education programmes that focused on the given area.

73% of the kindergartens also focused on the development of the knowledge and skills that precede the reading and writing stage, in addition to their focus on the development of verbal and nonverbal communication skills and the proper ways in which to express oneself. The most commonly used methods include browsing through books and practicing the ability to recognize and replicate graphic symbols, shapes, numbers and letters. The kindergartens also focus on pronunciation-related problems. Logaoedic care programmes were being implemented at 37% of the schools.

## 6.2 Primary Education

The inspectorate reviewed and evaluated the reading skills of students at 232 primary schools at which the inspectorate conducted 534 in-class inspections. The most commonly inspected subjects were the Czech language, the basic study areas and foreign language classes. Other inspected subject areas were the natural sciences, history, mathematics, civics and family studies, geography and also home economics.

The inspectors examined and evaluated the ability to work with text and information in the context of the student's personal development. The analysis of the data collected during these inspections shows that students from those schools, which received the best ratings in the area of reading skills, generally don't have any major problems with the ability to read and truly understand the text that is read and to work with the text. The students at these schools are able to provide brief verbal summaries of the read material and present the key ideas from the reading material. Using their own reasoning, they were also able to make a presentation of the assumed purpose of the text, compare their own opinions with the key ideas presented in the text, anticipate what will happen in the latter parts of the text and also find and compare information obtained from various resources with their own opinions and experience. Table 7 contains a summary of the results of the evaluated reading skill indicators.

**Table 7: Evaluation of Reading Skills in Primary Schools**

Observed Reading Skill Indicators	Rating Frequency (in %)					
	+	1	2	3	–	4
General Understanding of the Text	23.7	57.6	17.2	1.5		
Information Acquirement	29.1	51.9	16.3	2.7		
Interpretation Formation	19.7	53.8	23.1	3.4		
Review of the Text Content	18.8	56.2	20.1	4.9		
Review of the Text Format	17.7	43.0	34.1	5.2		
Text Selection (Type / Sources / Variety)	23.9	56.5	17.8	1.8		
Use of Material and Technical Resources	23.3	52.1	22.1	2.5		
Development of Specific Skills – Teacher	25.0	50.3	21.7	3.0		
Development of Specific Skills – Pupil	25.0	51.9	20.0	3.1		

The teachers have also been focusing on students with special educational needs and exceptionally talented students and they have been trying to implement effective teaching methods that provide additional support for developing reading skills and other key capabilities of students in the identified risk categories.

Primary school students are generally able to work with text and information and understand the written materials that they are working with – this is especially true in terms of

the Czech language and other subjects such as home economics and shopping, mathematics, the humanities and foreign languages.

Despite these positive results, it is still true that primary school students do not read enough in their spare time and there tends to be a lack of interest in working with books as they prefer to use the internet and working with briefer texts. This is evident in the low level of interest in school libraries and their books.

### 6.3 Secondary Education

Inspections with a focus on reading skills took place at 67 secondary schools and included 155 in-class examinations. Most of the in-class inspections were carried out for the following subjects: the Czech language and literature, social science fundamentals, civics, foreign languages and mathematics, the natural sciences, history and geography.

The results of these inspections showed that secondary school students are very good at drawing conclusions from the text that they've read, they are good at searching for relationships between the different parts of the text and in building arguments based on the text. They are good at comparing information in the text with information from other sources and good at making decisions regarding the credibility of this information, based on a comparison. They are able to individually evaluate the structure of the text and the language used by the author. They can be creative in working, not only with the text provided by the teacher, but also with texts that they themselves have selected. They are also able to individually work with newspapers, magazines, text books, dictionaries, professional literature, the internet, video sources, computer software, etc.

**Table 8: Evaluation of Reading Skills in Secondary Schools**

Observed Reading Skill Indicators	Rating Frequency (in %)			
	+	-		
	1	2	3	4
General Understanding of the Text	18.7	64.6	16.1	0.6
Information Acquirement	16.2	66.3	16.2	1.3
Interpretation Formation	9.6	59.5	30.9	0.0
Review of the Text Content	20.3	59.4	20.3	0.0
Review of the Text Format	9.1	54.5	36.4	0.0
Text Selection (Type / Sources / Variety)	23.7	60.5	14.5	1.3
Use of Material and Technical Resources	17.1	63.9	16.4	2.6
Development of Specific Skills – Teacher	21.8	55.7	18.4	4.1
Development of Specific Skills – Student	20.0	66.7	12.6	0.7

The greatest level of ability to work with texts was observed in the humanities and in the Czech language. Overall, CSI found the support for and development of reading skills in the Czech language to be better for students at secondary schools than at primary schools. A summary of the results of the evaluated reading skill indicators can be found in Table 8.

The majority of the secondary schools regularly include training in reading skills in their teaching plans and they conduct their own evaluations and analysis of the results achieved. The ability to work with text and information in the context of the student's personal development was generally rated as 'satisfactory' in the inspected secondary schools. The review of text analysis results showed that these activities were more focused on the knowledge gained and less on the ability to develop practical skills.

## 7 Mathematics Skills

In the 2006/2007 school year, the Czech School Inspectorate conducted the first series of inspections looking at the development of mathematics skills. The inspections were conducted at 16 primary schools and 14 secondary schools. In the primary schools, the inspectorate monitored 23 mathematics classes at the 1<sup>st</sup> primary school level and 34 classes at the 2<sup>nd</sup> level. At the inspected secondary schools, the inspectorate conducted 43 in-class inspections. During the inspections, the inspectorate utilized the experience gained during the TIMSS international studies, which the inspectorate carried out in the previous school year in partnership with the Institute for Information on Education.

### 7.1 Primary Education

The inspected primary schools are trying to provide good conditions for the development of mathematics skills by their students. None of these schools was rated as 'high risk' in terms of the conditions in the teaching of mathematics. In one-eighth of the inspected schools, the inspectorate found excellent staffing conditions and 74% of the mathematics teachers possessed the requisite qualifications.

The schools are equipped with the traditional tools and mathematics teaching software and, in accordance with the Education Act, they offer their students free textbooks. Most of the schools are equipped with presentation equipment and professional literature.

Three-quarters of the inspected primary schools are working on improving the quality of their mathematics programmes. 69% of the schools offer their students after-school programmes to improve mathematics skills. The support for mathematics skills development is also evident in the ongoing preparation of school educational programmes for the schools.

The administrators at 81% of the inspected schools have been monitoring the quality of their teachers' work and the activities carried out by the teachers both within and outside their mathematics classes. Half of the inspected primary schools have created a comparative testing system, which allows them to compare the results achieved in their mathematics programmes and to implement targeted remedial steps. The schools seem to be lagging somewhat behind in the utilization of the results of this testing – a quarter of the schools do not work with these results.

All of the level one primary school teachers were able to select appropriate teaching methods and procedures and the classes were being taught in functional, aesthetically pleasing and clean classrooms. 56% of the classrooms had secluded work areas where students could work together in small groups. The students were able to work with tools that could help them to better understand the subject matter and in 14% of the inspected classes ICT tools were being utilized. Level two primary school teachers were able to choose appropriate teaching methods and procedures in 87% of the inspected classes. They gave their students time to think things out on their own and to come up with logical arguments and they monitored their work on an ongoing basis. Educational equipment was used in half of the inspected classes and educational tools were used in 78% of the classes. In one-quarter of the classes inspected, there was a shortage of material support.

In 33% of the inspected primary schools, the inspection teams rated the level of support provided to students with special educational needs as 'exemplary'; and, in 20% of the schools, it was just the opposite, with the level of support being rated as 'insufficient'. Teachers are working with exceptionally talented students as part of the classes (62%) and the schools are also trying to organize after-school activities targeted at helping talented students (77%).

The level of motivation in students at 1<sup>st</sup> and 2<sup>nd</sup> primary school levels varied; but, in all of the inspected classes, students were interested in the related coursework, they were cooperative and they weren't afraid to ask questions, express their own opinions and they felt free to discuss things with others. The students were being trained in the use of the proper terminology and symbols and were learning how to analyze and subsequently present a problem (85%); as well as learning to work with different types of information of a quantitative nature (64%). The teaching process also involved the use of heuristic methods (76%), the ability to step back and perceive a broader context and make connections between different pieces of information (87%), work with errors (79%) and the presentation of solutions by students (70%). To develop their abilities, the students were given problems to solve. Estimates of the results and the verification of the accuracy of these estimates were carried out in 68% of the inspected level one primary school classes, but in only 40% of the inspected level two classes.

In other subjects – i.e. other than mathematics – mathematical symbols were used correctly (100%). In 76% of the inspections, students were able to perceive of a problem mathematically. In 76% of the inspections, the students were also able to solve the problem and provide proof of the results.

## 7.2 Secondary Education

The staff and the material conditions for teaching mathematics and the ability of the schools' administrators to provide mathematics programmes of an adequate quality level, which includes the possession and implementation of internal evaluation mechanisms for teaching mathematics, were rated as slightly 'above-average' at the inspected secondary schools. None of the inspected schools was given a 'high risk' rating in this area and two schools were rated as 'exemplary'.

Half of the inspected secondary schools have an existing strategy plan for improving the quality of their mathematics programmes and in all of the inspected schools, there was some type of cooperative effort going on between mathematics teachers and the teachers of other subjects. All of the schools are getting ready for the new graduation model and 57% of the schools were offering their students the option of participating in additional after-school activities designed to help improve mathematics skills. The methods used by the school administrators to monitor and evaluate their mathematics programmes varied from school to school. 71% of the inspected secondary schools had developed their own comparison tests. One-fifth of the inspected schools hadn't utilized the data on their students' level of knowledge in order to implement improvements.

At 57% of the schools, the staffing conditions were rated as 'excellent' and in one of the schools, these conditions were rated as 'unacceptable'. 89% of all math teachers possessed the requisite professional qualifications. The continuing education programmes in which mathematics teachers were enrolled most frequently focused on the current curricular reforms, an expansion of their professional knowledge and implementing more effective teaching methods.

The material conditions available for mathematics classes varied from school to school. Although the inspected schools were able to use IT equipment for their mathematics programmes, only 57% of them had access to adequate software.

All of the inspected secondary schools were adhering to the existing teaching plans and curricular guidelines. In most of the schools, the ability to organize the teaching process and choose appropriate teaching methods and procedures was rated as 'very good'. In 64% of the inspected classes, the teaching methods used focused on problem-solving and the tasks assigned to students allowed them to choose between different solution procedures and they were designed to promote logical thinking and reasoning by the students. In 39% of the



classes, the students proposed their own solutions and participated in the design of the solution.

In half of the inspected schools, the inspectors found individualized work with the students taking place directly in the classroom (as part of the class). 57% of the schools offered after-school activities (such as meetings with the teacher, after-school classes, etc.) for students with special educational needs and for poorly performing students. The schools seem to be having difficulties when working with exceptionally talented students. In half of the schools, these students received individual attention within the classroom; and, two-fifths of the schools offered special activities designed to help such students to further develop their talents.

In just over half of the inspected classes, the students were motivated to excel based on age, and asked to work on practical problems and to use their knowledge from other subjects. The effort of the schools to include special projects and presentations as part of the teaching process was seen as a plus. During the teaching process, not much time was given to discussions of the given problem and discussions between students were related to the feasibility of the different proposed solutions. In 82% of the inspected classes, the students were pushed to use the proper terminology and symbols. The estimation of the results and the proof of these estimates by students was only carried out in a fifth of the inspected classes.

In the majority of cases, the requirements for mathematical knowledge in other subjects was linked to what the students were learning in their mathematics classes. The mathematical terminology used in other subjects was also correct in the majority of cases. In 39% of the inspected classes, the students were able to individually develop a mathematical understanding of the given problem; and, in 65% of the classes, the students were able to work individually on a further solution of the problem.

## 8 The Education of Foreign Nationals in the Czech Republic

One of the areas that CSI considered when looking at the educational opportunities offered to residents in the Czech Republic during the 2006/2007 school year were the opportunities and conditions of the education provided to foreign nationals.

### 8.1 Primary Education

The primary schools that the inspectorate monitored in this particular area had a total of 603 foreign students, a number equal to 3.9% of the respective student bodies. The majority of these foreign children were from non-EU countries (521). The number of students coming from other EU countries (82) had dropped compared to the previous school year. Most of the foreign students were from Vietnam, Azerbaijan, the Ukraine and Russia. All of the foreign students were legal residents of the Czech Republic.

When enrolling in an primary school, most foreign children undergo a standard acceptance process. In determining which grade the foreign student should be enrolled in, school administrators base most of their decisions on the entry interview with the student and their parents. 95% of the foreign students had a knowledge of the Czech language, which allowed them to be enrolled without any problems. Only rarely do such foreign students take advantage of the option of them enrolling in a free preparation programme for enrolment in an primary school and the option of receiving lessons in their native language.

Approximately two-thirds of the teachers at the inspected primary schools can communicate in at least one foreign language. 20% of the teachers are enrolled in continuing education programmes to learn a foreign language. The school employees that participated in multicultural educational training programmes were usually school counsellors or officers for the prevention of sociopathological problems. Teachers only rarely participated in these programmes. The material conditions for educating foreign nationals were rated by the inspectorate as 'standard' in 83% of the inspected schools and as 'exemplary' in the remaining percentage of the schools. In all the schools, foreign students were treated in the same manner as non-foreign students. The cooperation between the schools and the parents of foreign students was also positively rated.

## 8.2 Secondary Education

The inspected secondary schools had 189 foreign students, which is 4% of the total student bodies. All of the students were legal residents of the Czech Republic. 155 of these foreign students were from non-EU countries. Compared to the previous school year, the percentage of students from other EU countries had increased. Most of the foreign students attending Czech secondary schools were nationals of Vietnam, Russia, the Ukraine, Azerbaijan and Slovakia. When enrolling in a secondary school, most of the foreign students undergo standard acceptance procedures.

School administrators, as well as the teachers, seem to have a good level of knowledge of the issues associated with educating foreign students. The concept plans of the schools are based on the available national and regional strategic planning documents. The school educational programmes at two of the grammar schools visited contained well-prepared strategies for educating foreign students and implementing multicultural educational programmes.

63% of the teachers at the inspected secondary schools can communicate in at least one foreign language. 11% of the teachers have completed some type of foreign language continuing education programme and almost 10% of the teachers have participated in training programmes with a multicultural educational focus. CSI found no situations in which foreign students were being taught in their native language and the foreign students themselves didn't seem to be interested in this alternative.

# PART C

## 9 Evaluating Financial Conditions

### 9.1 *Financial Conditions*

The inspectorate evaluated the financial conditions of all schools and school facilities operated by all of the country's supervising entities. This evaluation was carried out on the basis of the indicators used to determine the amount of funding allocated from the State Budget (in accordance with the provisions of Section 161 of the Education Act). The respective indicators were examined on a nationwide basis (for all of the Czech Republic), as well as by individual region and type of school. Selected indicators were also evaluated on a per performance unit basis. The evaluation was based on the following data: the total expenditure on education, State Budget expenditure and the included direct costs of education.

Compared to the previous school year, there was a 6% increase in the total amount of non-investment expenditure for the monitored schools and school facilities (CZK 2,403,387,983 for the monitored school year). State Budget expenditure also increased by 6% in comparison to the previous school year. State Budget expenditure includes not only direct expenses related to education, but also financial resources provided for specific purposes (12%).

A portion of the total funding from the State Budget (CZK 1,832,722,313) of CZK 1,637,837,711 was allocated to the operation of the schools (in accordance with Section 160 of the Education Act). Based on the figure from the previous period (CZK 1,440,242,445), this is an annual increase of 13.6%.

**Table 9: Selected Economic Indicators in the Evaluated Schools and School Facilities**

Total Non-Investment Expenditure in the Previous Period (CZK)	2,403,387,983
Thereof Amount from the State Budget (CZK)	1,639,858,883
Total Non-Investment Expenditure in the Monitored Period (CZK)	2,360,605,327
Thereof Amount from the State Budget (CZK)	1,832,722,313
Direct Educational Expenses – Actual Expenditure for the Monitored Period (CZK)	1,637,837,711
Normative Expenditure in the CR (Calculated Minimum) (CZK)	1,508,009,781
Comparison of Non-Investment Expenditure for the Monitored Period with the Previous Period (in %)	98.0
Comparison of Non-Investment Expenditure Covered by the State Budget for the Monitored Period with the Previous Period (in %)	112.0
Quotient of Direct Educational Expenses on Total State Budget Expenditure (in %)	89.0
Level of Financing (in %)	109.0

Note: National totals and data classified by regions can be found in Appendix No. 15.5.

The 2% drop in total education costs is the result of the ongoing optimization process and the effort to cut the operating expenses of schools and school facilities and to facilitate the more effective utilization of public resources. Compared to the previous period, State Budget expenditure – most of which is used to cover payroll expenses – has increased by 12%.

At the monitored schools and school facilities, direct education-related expenses represented the majority of the funding provided from the State Budget. This was largely due to the breakdown of the monitored schools. Most of these were kindergartens and all of the inspected primary schools were so-called 'non-complete' primary schools. These schools had only a small percentage of their direct educational expenditure allocated for special purposes, which were mostly development projects (11%), and for the 'National Strategy for ICT in Education' (1%). Most of the financial resources allocated from the State Budget and which were used for specific activities, projects and purposes were for the following:

- The 'Class' Pilot Project
- The 'Pilot Z' Pilot Project
- Teacher's Assistants
- Support for the Roma Community

In 2006, the overall level of regional norms in the monitored entities was 109% of the minimum regional normative values, as established under Decree No. 492/2005 Coll. on regional norms.

**Table 10: Quotient of Direct Educational Expenses on Total State Budget Expenditure and on the Level of Financing According to the Types of Schools**

Type of School	Actual Expenditure in the Monitored Period (CZK)		Quotient of Direct Educational Expenditure	Normative Expenditure in the CR (Calculated Minimum) (CZK)	Level of Financing (in %)
	Total Amount of Non-Investment Expenditure Covered by the State Budget	Direct Educational Expenditure			
Kindergarten	288,495,369	252,839,234	0.8764	244,200,375	1.0354
Primary Schools	1,254,984,764	1,182,978,855	0.9426	1,055,641,925	1.1206
Secondary Schools	246,861,889	170,026,992	0.6888	169,112,273	1.0385
Other Subjects	41,925,627	31,992,630	0.7631	26,204,762	1.2209
<i>Total</i>	<i>1,832,722,313</i>	<i>1,637,837,711</i>	<i>0.8837</i>	<i>1,508,009,781</i>	<i>1.0861</i>

The data in the above table shows that the State Budget covered 88.37% of the total amount of direct educational expenditure. The overall level at which regional norms were funded was at 108.61% of their minimum level, as established under Decree No. 492/2005 Coll. In the majority of the monitored schools and school facilities, the level of financing (i.e. the actual level of funding that is provided by the State Budget) was above the level guaranteed for the respective activities under the above-referenced legislation.

The level of financing also varied by type of school. When looking at the evaluated sample pool of schools, the total level of non-investment expenditure per performance unit had dropped at all types of schools in 2006. The percentage of the total represented by direct educational expenditure has increased at all types of schools, compared to the previous year. The level of financing was balanced on the basis of regional norms.

In the majority of the monitored schools and school facilities, the level of financing (i.e. the actual level of funding that is provided by the State Budget) was above the level guaranteed for the respective activities under the above-referenced legislation.

**Table 11: Level of Financing According to the Types of Schools**

Level of Financing	Kindergarten		Primary School		Secondary School		Other	
At Intervals 0.91-0.99	4	3.8%	4	1.8%	2	9.5%	1	7.1%
At Intervals 1.00-1.09	23	21.9%	78	35.3%	7	33.3%	4	28.6%
At Intervals 1.10-1.20	68	64.8%	98	44.3%	9	42.9%	3	21.4%
Above 1.20	10	9.5%	41	18.6%	3	14.3%	6	42.9%
<i>Total</i>	105	100.0%	221	100.0%	21	100.0%	14	100.0%

The table below shows a breakdown of costs per performance unit, which were calculated using the performance indicators specified in the prescribed statistical survey procedures (specifically, the number of children and students) and value parameters.

**Table 12: Expenditure per Unit of Output According to the Types of Schools**

Type of School	Actual Expenditure as of December 31 – Total Amount of Non-Investment Expenditure					Normative Expenditure in the CR (Calculated Minimum) (CZK)
	of School – Monitored Period	Thereof Covered by the State Budget		Direct Educational Expenditure		
		Previous Period	Monitored Period	Previous Period	Monitored Period	
Kindergarten	44,178.00	35,851.46	36,494.00	22,236.39	33,219.00	32,426.00
Primary School	57,381.11	54,729.12	42,613.29	34,417.57	39,594.55	34,256.15
Secondary School	49,194.00	37,493.04	40,088.00	18,758.06	27,610.75	29,549.00

Based on nationwide financial data, the total cost per child<sup>2</sup> attending kindergarten in 2006 was CZK 35,183. The average figure for the inspected schools was CZK 45,973 and the figures ranged from CZK 29,223 to 60,418. The largest portion of the overall expenses incurred by the schools is represented by direct educational expenditure<sup>3</sup>, which is financed by the State Budget. On average, State Budget funding represented 73.64% of the total expenses incurred by these kindergartens. The kindergarten data also shows that regional norms reach a level of 103.54% of the minimum financial requirement<sup>4</sup>. In 9% of the schools, this figure was above 120%; in 65% of the schools, it ranged from 110–120%; in 22% of the

<sup>2</sup> The total cost includes direct educational expenditure and the operating expenses of the schools and school facilities, such as utilities, service and maintenance and the depreciation of long-term assets.

<sup>3</sup> Direct educational expenditure consists mainly of payroll expenses, other expenses related to the schools' labour law relationships, additional expenses related to the education of handicapped children, expenses related to educational tools, school supplies and textbooks (if these are being provided at no cost, in accordance with the Education Act), as well as expenses for the education of academic staff.

<sup>4</sup> The level of financing being provided to individual schools out of the State Budget was evaluated by comparing the funds that were provided to the schools, calculated from regional norms, with the 'financial minimum' established under Decree No. 492/2005 Coll. of the Ministry of Education, Youth and Sports.



schools, it ranged between 100–110%; and, in 4% of the schools, it ranged only between 91–99% of the minimum financial requirement. This indicator had its lowest values in the Pardubice and South Bohemia regions and the highest values in the Moravia-Silesia and the Central Bohemia regions.

Based on nationwide financial data, the total cost per student attending primary school in 2006 was CZK 40,635. The average figure for the inspected schools was CZK 47,381 and the figures ranged from CZK 31,648 to 74,476. On average, State Budget funding represented 78.08% of the total expenses incurred by these primary schools.

The primary school data also shows that regional norms reach a level of 112.06% of the minimum financial requirement. In 19% of the schools, this figure was above 120%, in 44% of the schools it ranged from 110–120%, in 35% of the schools it ranged from 100–110% and in 2% of the schools, it ranged between only 91–99% of the minimum financial requirement. This indicator had its lowest values in Prague and in the Central Bohemia region and the highest values in the Karlovy Vary, Olomouc and Moravia-Silesia regions.

Based on nationwide financial data, the total cost per student attending secondary school in 2006 was CZK 47,293. The average figure for the inspected schools was CZK 49,194 and the figures ranged from CZK 35,183 to 86,214. On average, State Budget funding was 81.49% of the total expenses incurred by these secondary schools. The secondary school data also shows that regional norms reach a level of 103.53% of the minimum financial requirement. In 9.5% of the schools, this figure was below 100%. In 76.2% of the schools, this figure ranged between 100–120% and in 14.3% of the schools, the number was even higher.

## **9.2 Salary Conditions**

The evaluation of payroll expenses produced data showing that in the inspected schools and school facilities, 90.8% of the total payroll expenses of CZK 1,054,885,409 is funded by the State Budget. 86.6% of these total payroll expenses were allocated to the teaching staff.

**Table 13: Analysis of Salary Conditions**

Indicator	Collected Data (CZK)
Salary Expenditure – Total	1,054,885,409
Thereof Amount from the State Budget	957,783,934
Salary Expenditure of Teaching Staff – Total	913,315,362
Average Month Salary of Teaching Staff	22,359
Thereof Variable Components of the Salary	58,244,544
Other Payments for Performance of Work – Total	23,904,978
There of Amount from the State Budget	15,228,494
Other Payments for Performance of Work of Teaching Staff – Total	9,869,197

95.4% of the total number of employees from the evaluated schools were paid using State Budget funds. Teaching staff represented 69.5% of these employees (5,261.596). 86.6% of the payroll expenditure that was covered by the State Budget was used for the teaching staff. The total funding required for all payroll expenses was CZK 1,054,885,409 and the funding supplied from the State Budget covered 90.8% of these costs.

The total amount of State Budget funds used for salary expenditure was CZK 913,315,362, of which CZK 58,244,544 (6.37%) was used for variable components of the salaries.

In the evaluated schools, the total funding from the State Budget used for training and educating the teaching staff was CZK 4,136,400, of which CZK 3,228,343 was used for the continuing education of the academic staff.

3,404 teachers from the inspected schools have enrolled in some type of continuing education programme and the expenditure related to these activities was CZK 3,228,343.

**Table 14: Continuing Education of Teaching Staff – State Budget Expenditure**

Type of School	Number of Teaching Staff	Training and Education (CZK)	Continuing Education of Teaching Staff (CZK)	Quotient of Continuing Education on Overall Training and Education	Training and Education per Teacher (CZK)	Continuing Education of Teaching Staff per Teacher (CZK)
Kindergarten	972	475,392	406,609	85.5%	489	418
Primary School	1,923	3,152,329	2,511,100	79.7%	1,639	1,305
Secondary School	369	300,876	246,536	81.9%	815	668
Other	140	207,803	64,098	30.8%	1,484	457
<i>Total</i>	<i>3,404</i>	<i>4,136,400</i>	<i>3,228,343</i>	<i>78.0%</i>	<i>1,215</i>	<i>948</i>

The average level of State Budget funding per teacher was CZK 1,215 for overall training and education expenditure, of which CZK 948 was related to continuing education.

## 10 Safety and Health Protection

### *10.1 Conditions in the Area of Safety and Health Protection*

CSI examined the conditions related to student safety and health protection in 135 schools and school facilities across all regions of the Czech Republic. These included 25 kindergartens, 94 primary schools, 3 grammar schools, 6 secondary professional schools, 5 school facilities for special interests and continuing education, 1 school cafeteria and 1 facility for training children in protective custody.

All of the inspected schools and school facilities had issues related to safety and health protection incorporated into their school rules or internal regulations. These guidelines are regularly updated. Some deficiency was discovered by the inspectorate in 8% of the inspected primary schools. Almost 98% of the inspected schools conduct their own risk analyses and subsequently implement the appropriate remedial measures.

All employees of the inspected facilities were trained, as required under Section 103, Subsection 2 of Act No. 262/2006 Coll. 88% of the primary school teachers and 100% of the academic staff at the other types of schools and school facilities have completed first aid training, as required under Section 102, Subsection 6 of the above act (this data relates to training which has been verifiably completed).

At all of the inspected schools and school facilities, the inspectorate found clean and healthy conditions. Deficiencies were discovered in only 7% of the inspected primary schools. 96% of the inspected primary schools and 100% of the other inspected schools had the required types of first aid kits containing medicines with conforming expiry dates. An injury log, maintained in accordance with Decree No. 64/2005 Coll. was kept by 100% of the kindergartens, 90% of the primary schools, 50% of the grammar schools and 66% of the secondary professional schools. Children and students at all of the schools undergo both entry and periodic physicals.

The use of CCTV monitoring systems contributes to the higher level of security at the schools. At the end of the 2006/2007 school year, the inspectorate was aware of 346 schools and school facilities using such systems.

## 10.2 Children and Student Injury Statistics

CSI releases the overall data on children and student injuries at schools and school facilities for the respective school year through its annual reports (this is the second time this data is being made available). The included analysis is related to only reported injuries. An injury report is prepared whenever the injury is followed by the absence of the injured child or student, whenever the injury is fatal and whenever the report is requested by the injured party or their legal guardian.

In the 2006/2007 school year, the regional inspectorates received a total of 31,149 injury reports. Compared to the total number of children and students in all types of schools, the injury rate, calculated as the number of injuries per 100 persons, is 1.77. 55.51% of the injuries occurred to boys and 44.49% occurred to girls.

In comparing the data for the past two school years, there was a 7.62% annualized rate of decline in the number of injuries, with a 2.43% drop in the total number of children and students. The injury index (per/100 persons injury rate) dropped by 0.12. The ratio between injured boys to injured girls remained almost the same (55:45).

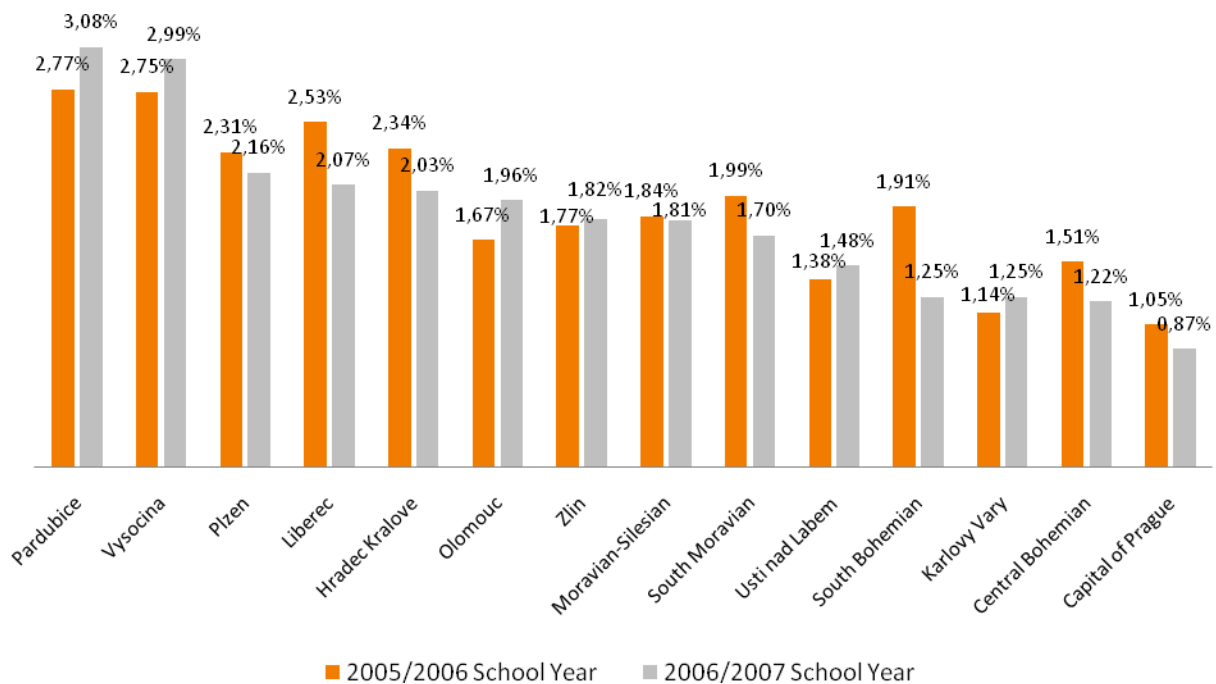
**Table 15: Injury Index in Individual Types of Schools**

Type of School	2006/2007 Index	2005/2006 Index	Difference
Kindergarten	0.22	0.21	+ 0.01
Primary Schools	2.47	2.47	0.00
Secondary Schools	1.50	1.69	- 0.19
Tertiary Professional Schools	0.68	0.19	+ 0.49

The records obtained indicate that the majority of injuries occurred at primary schools – 21,683 (69.61%) – and that the lowest number of injuries occurred at higher level professional schools – 190 (0.61%). 626 injuries (2.01%) occurred in kindergartens and 8,650 (27.77%) occurred in secondary schools. The injury index is a more objective indicator to follow and its values for the monitored and previous school years are shown in Table 15.

For the current school year, the data in the table shows that the injury rate has increased slightly for kindergartens and that it has stayed approximately the same in primary schools. The injury rate has dropped for students in secondary schools but it has increased for students in higher level professional schools.

**Chart 6: School Accident Rate by Regions**



Key: Vertical Alignment – Accident Rate  
Horizontal Alignment – Regions

Like the data for the previous school year, the highest injury rates were found in the Pardubice and the Vysocina regions (see Chart 6). On the other hand, Prague was once again the safest region in terms of the frequency of injuries at school. Half of the country's regions saw an increase in their injury rates, while the other half saw an annual decrease.

An analysis of the collected data has shown that students in the 13-16 year age group are at the highest risk in terms of being injured at school. 47.75% of all injuries occurred in this age group. Students in the 8<sup>th</sup> grade of primary school are at the highest risk and they represented 13.39% of all incidents of injury. The majority of the injuries occurred between 10:00 a.m. and noon and, as in the previous year, Tuesday was the day with the largest number of incidents (21.65% of all injuries). In monthly terms, March was the month with the greatest number of monthly incidents with 13.08%. In the previous year, November was the month with the greatest number of incidents (12.8%). Other than the summer months during which school is on holiday, June was the month with the lowest number of incidents (as in the 2005/2006 school year).

Just as in the previous school year, the majority of the injuries (51.66%) occurred during physical education classes. However, the frequency of these injuries was up by 1% in

comparison with the previous school year. 23.02% of the injuries occurred during class breaks. An accident was reported as the most frequent cause of an injury, 15,063 incidents (48.40%).

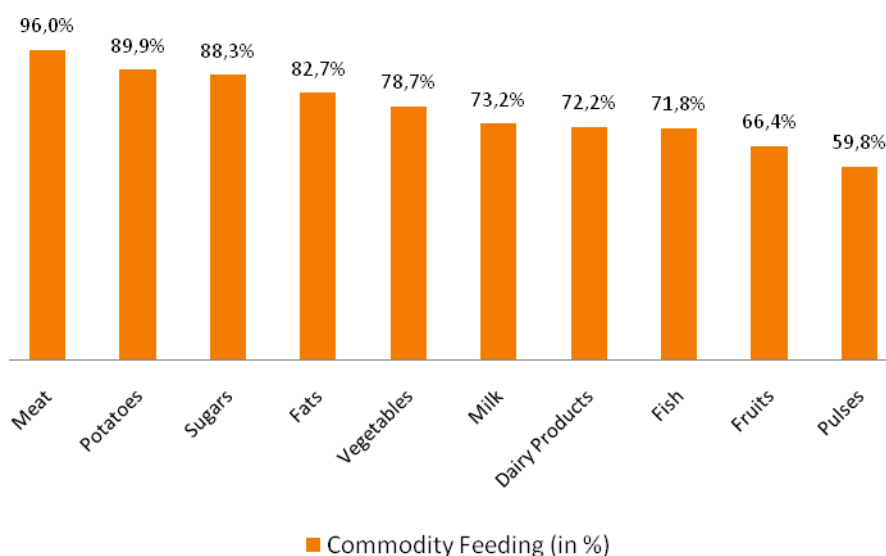
The limbs were the most frequently injured parts of the body (80% of all injuries). 51.32% of all injuries involved an injury to the hand and 28.60% involved a leg injury. There was one fatal injury in the 2006/2007 school year.

Most of the remedial steps and preventative measures undertaken by the schools were in the area of student awareness (68.49%), 8.74% were measures of an organizational or technical nature. In the rest of the instances, no specific measures were noted.

## 11 School Catering

During the 2006/2007 school year, the inspectorate conducted government monitoring of the compliance with the legislation related to providing meals at schools and to alternative meal arrangements. CSI conducted a total of 258 inspections focusing on adherence to nutritional guidelines, the setting of and adherence to financial limits for food purchases and compliance with the requirements related to providing meals at school and to alternative meal arrangements. Chart 7 shows the results of the evaluation of adherence to the dietary requirements.

**Chart 7: Adherence to Consumption Standards of Selected Foodstuffs Types**



Key: Horizontal Alignment – Selected Foodstuffs Types

Approximately 4,700 individual areas were checked in the inspected school cafeterias. The results showed that there were no violations of the applicable legal requirements in only 69% of the cases. Corrective measures were ordered in 88 school cafeterias and, in four cases, the matter was forwarded to be investigated by another regulatory body.

The meeting of the applicable nutritional guidelines was checked in 179 school cafeterias and 77% of them complied with these requirements. Of the 206 inspected limits on food purchases, 32 had been set improperly in terms of the age structure of the students and in 6 cases, the prescribed limits had not been adhered to.



# PART D

## 12 Public Oversight of the Utilization of State Budget Funds Allocated in Accordance with Sections 160-163 of the Education Act

For the monitored school year, the inspectorate conducted 640 public oversight inspections, of which 120 were of kindergartens, 456 were primary schools, 39 were secondary schools and 24 were other types of school facilities. The inspectorate looked at the legitimacy and effectiveness of the utilization of government funds that had been provided to the schools of all of the supervising entities. This monitoring included looking at the personnel, material resources and financial areas – i.e. this specifically involved payroll expenses (salaries, statutory insurance contributions and other statutory and social expenditure) and other non-investment expenditure (the education of academic staff, textbooks, learning tools and primary school supplies).

Out of the total number of inspections, there were 84 public oversight inspections conducted at primary schools at the request of the Ministry of Education, Youth and Sports in an effort to verify the legitimacy of the utilization of funding provided for a specific purpose (compensation for the cost of teachers' assistants). In 13 primary schools, the inspectorate conducted a public oversight inspection and an inspection of the billing procedures for the 'Pilot Z' project. In 123 primary schools, the inspectorate conducted a public oversight inspection of the 'Class' project.

The inspectorate discovered 2,015 regulatory violations, of which 355 were serious. 52 of the serious regulatory violations involved a violation of the budgetary guidelines and the matter was forwarded to the respective regional authority. In one instance, the matter was forwarded to the local revenue authority.

Over the monitored period, the total amount of funding provided to the inspected entities from the State Budget (the allocation to the Ministry of Education, Youth and Sports) was CZK 2,789,448,192. Of this total amount, the proportion of CZK 2,069,234,374 was examined during the inspections in terms of the legitimacy and the effectiveness of the utilization of the State Budget funds. The estimated level of financial resources that had been misused was CZK 2,594,434.

**Table 16: Results of Financial Control in Public Service in 2006**

Indicator / Activity	Public-Administrative Control	Assistant Teacher	“Class” Project	“Pilot Z” Project	Total
a)	1,859,501,988	929,946,203	159,341,305	7,638,691	2,789,448,192
b)	1,637,837,711	430,668,846	7,490,730	727,813	2,069,234,374
c)	2,527,449	37,630	29,355	0	2,594,434
Number of Controls	420	84	123	13	640

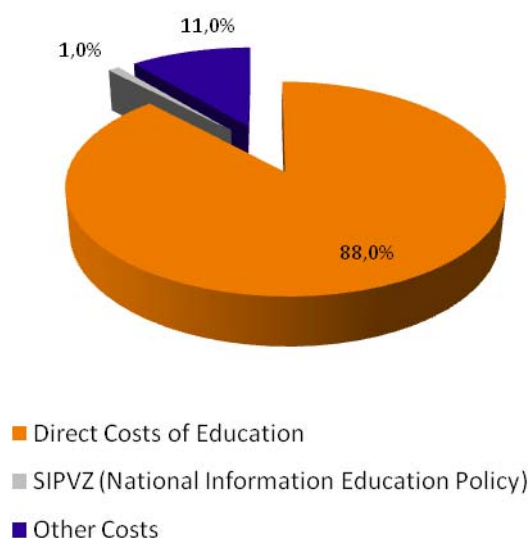
Key:

- a) Total volume of financial resources provided to the monitored entity from the State Budget (Ministry of Education allocation) in the monitored period (CZK).
- b) Amount of State Budget resources (Ministry of Education allocation) which the inspectorate audited for the monitored entity in the monitored period (CZK).
- c) Estimated total drawbacks (CZK).

In the regional school systems, the largest amount of State Budget funds is allocated to payroll expenses – i.e., salaries, bonuses and other payments for work performed and the related statutory contributions (i.e. social security and medical insurance and the cultural and social fund). This expenditure were inspected along with the funds used for the continuing education of the academic staff, textbooks, learning tools and school supplies. The schools are also provided with funds for specially designated purposes.

In the inspected entities, direct educational expenditure represented 88% of the total amount of funding allocated from the State Budget. This large percentage of direct educational expenditure is partly due to the fact that the inspections were conducted at kindergartens and non-complete primary schools, which had a lower percentage (12%) of their funding allocated to specific purposes – such as pilot projects, the 'National Strategy for ICT in Education' (SIPVZ), etc.

**Chart 8: Distribution of Educational Expenditure Covered by the State Budget**



### *Legitimacy of the Utilization of State Budget Funding (Ministry of Education allocation)*

During the inspections conducted at 640 schools, the inspectorate focused on looking at the legitimacy, effectiveness and the nature of the timing of the utilization of the provided State Budget funding and adherence to statutory labour limits (limits on salaries and other payments for work performed).

In 51 instances, the inspectorate uncovered improper conduct on the part of the schools in the utilization of State Budget funds, which qualified as a violation of budgetary guidelines, pursuant to the provisions of Section 22, Subsection 2 of Act No. 250/2000 Coll. on regional budgetary guidelines (as last amended). In one instance, this involved a violation of budgetary guidelines, pursuant to the provisions of Section 44, Subsection 1 (b) of Act No. 218/2000 Coll. on budgetary guidelines and changes to certain related laws (budgetary guidelines) (as last amended). The findings from these inspections were forwarded to the respective supervising entities of the schools, to the regional authorities and, in one instance, to the local revenue authority. In 48 instances, the examined operations did not conform to the predefined strategies and objectives, the approved budgets or the applicable programmes, projects, contracts or other binding requirements.

## *Compliance with Legal Requirements Related to the Utilization of State Budget Funding*

### **Financial Reconciliation with the State Budget**

The subject of this inspection was to determine whether or not the school had been providing the supplier of the funding with proper, complete and timely data, as required for financial reconciliation with the State Budget (pursuant to the provisions of Section 6 of Decree No. 551/2004 Coll., establishing the guidelines and deadlines for financial reconciliations with the State Budget, government assets or the National Fund). In 32 of the inspected entities, these reconciliation procedures did not comply with the above legislation.

### **Staffing**

The purpose of the inspections conducted by the inspectorate was to check for compliance with the applicable provisions of Act No. 143/1992 Coll. on salaries and compensation for on-call duty in budgetary organizations and certain other types of organizations and bodies (as last amended); Act No. 65/1965 Coll., the Labour Code (as last amended); and Government Decree No. 330/2003 Coll. on the salary conditions for employees in public services and administration (as last amended). The inspections looked at the allocation of employees to the appropriate salary categories and levels, the distribution of management premiums and special premiums, the assessment and payment of variable components of salaries, the size of personnel premiums and bonuses and agreements with external employees. With respect to the allocation of employees to particular salary categories, the inspectorate also checked on exemptions from the educational requirements for academic staff, in accordance with the provisions of Section 32 of Act No. 563/2004 Coll. on academic staff and on changes to certain laws (as last amended).

In this particular area, the inspectorate discovered 512 instances of regulatory violations.

### **Implementation of an Internal Control System**

The purpose behind the inspections conducted in the respective schools and school facilities was to determine whether or not the entity has implemented and maintains an

internal control system and whether the system is functional, as required under the applicable provisions of Act No. 320/2001 Coll. on financials controls in public administration and on changes to certain laws (the Financial Control Act) (as last amended).

The inspectorate discovered 291 instances where there were regulatory violations. 78 of these involved the improper implementation of an internal control system and in the other instances, the implemented system was either not being used or it was dysfunctional and the management did not make use of the requisite control procedures. As a result, there was a high level of risk of the misuse of public funds.

### **Tracking State Budget Funding in Accounting Systems**

The purpose of the inspections conducted in this area was to determine whether the funds provided from the State Budget were being properly tracked in the accounting system and whether these resources were being tracked separately and properly in related accounts.

109 instances were uncovered in which the provisions of the Accounting Act had been violated by the inspected schools and school facilities. These violations involved a lack of complete and transparent accounting records for government funds and, in most cases, the tracking of such funds was also not maintained in a separate fashion using the prescribed purpose category classifications.

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### **Ability to Respond to Deficiencies Uncovered in the Monitored Areas by Other Regulatory Bodies**

In 318 instances, other regulatory bodies had conducted prior inspections of the respective entities looking at the respective monitored area. Most of these were inspections carried out by agents from the social security administration and health insurance providers. There were 124 instances in which deficiencies were discovered during these inspections. In 86 of these, the inspected entities had failed to adopt the necessary remedial measures and in 13 instances, the inspector discovered that the adopted remedial measures were not being followed through.

## 13 Public Oversight of the Utilization of State Budget Funds Allocated for National Development Projects

### 13.1 Teacher's Assistant

At the request of the Ministry of Education, the inspectorate looked at 84 schools to examine the utilization of State Budget funds provided to schools and school facilities of all supervising entities for financing teacher's assistants.

The total amount of funding that had been provided to the inspected entities was CZK 929,946,203. The inspectorate reviewed the utilization of CZK 430,668,846 worth of funding that had been used for the compensation of academic staff (of which CZK 55,564,089 had been used to pay for teacher's assistants, which included CZK 15,039,375 of funds that had been provided for specific purposes).

All of the inspected schools had created the position of a teacher's assistant, in accordance with the applicable legislative requirements, and only after receiving approval from the respective regional authority. In one instance, the school's administrator did not create a job description for the teacher's assistant and in another school, the work done by the teacher's assistant was inconsistent with the person's job description.

There were two situations in which the inspectorate discovered the improper utilization of funds equal to CZK 37,630, in which one of these situations involved a failure to return State Budget funding (retention). The school had failed to reconcile these funds, which had been provided for special purposes, in accordance with the provisions of Section 6, Subsection 2 of Decree No. 551/2004 Coll. In five cases, the school had failed to separately track funds that had come from the State Budget. In four cases, the funds allocated for payroll expenses were not properly tracked in the labour and salary statements (P1-04), which violated the provisions of Section 10 of Act No. 89/1995 Coll. on government statistical services (as last amended).

### ***13.2 Creating and Testing Educational Pilot Programmes at the Second Level of Selected Primary Schools (Pilot Z project)***

The public oversight monitoring of the utilization of funding was conducted at 13 primary schools involved with pilot projects. The audit covered the period from September 1, 2004 to December 31, 2006 – i.e. from the start of the project to the last day of the calendar year in which the project terminated (the Pilot Z project ended on June 30, 2006). The financial audit was based on the performance indicators set out for the project, which were also part of a quarterly reporting cycle.

The total amount of funds provided to the pilot schools for the given period was CZK 8,067,846 and the inspectorate audited a total expenditure of CZK 727,813 that had been incurred in relation to this project in 2006. The inspectorate learned that 88 out of a total of 281 classes in the pilot schools had participated in the project with 132 groups representing 31.9% of the total student body.

The funding had been provided in accordance with the rules for the project. As the suppliers of the funding, the regions had properly set out the rules for utilization and tracking the funding. All of the schools had prepared reports on what they had accomplished with respect to the project and also financial statements.

The utilization of funds for the payroll of the schools' academic staff was usually tracked in staff time sheets and, in certain cases, also in salary records. The inspections showed that the hours worked by the teachers and the corresponding salaries were being properly tracked and monitored.

In 13 of the schools participating in the pilot project, the reconciliation of the funds provided for a specific purpose was carried out in accordance with the provisions of Section 6, Subsection 2 of Decree No. 551/2004 Coll.; however, the inspectorate uncovered two cases in which funds had been improperly used.



### ***13.3 Adjustments to the Curriculum of the 7<sup>th</sup> Grade of Primary School, Designed to Promote the Development of Key Student Competencies (the Class project)***

In this situation, the public oversight monitoring involved a subsequent audit of the utilization of the funding provided to the schools for the given project. An audit was conducted in all regions (excluding Prague, where the Class project was funded in a different way). The financial audit was based on the performance indicators set for the project, which were also part of a quarterly reporting cycle.

Over the audited period (2006 calendar year), the inspected schools had been allocated a total of CZK 163,020,581 in funding, of which CZK 7,490,730 was for participation in the Class project. During the audit, the auditors looked at the use of CZK 19,920,938 of this funding.

The funding had been provided in accordance with the rules for the project. As the suppliers of the funding, the regions had properly set out the rules for utilization and tracking the funding. The data on the number of classes and students participating in the project, as reported by the schools, corresponded to the actual situation.

In accordance with the procedural guidelines of the Ministry of Education, the allocated funds were debited from the resources that would otherwise have been used for salaries and statutorily required salary deductions (i.e. social security contributions, health insurance contributions and contributions to the cultural and social fund).

The audited schools had prepared regular quarterly statements on the utilization of funding provided to them for special purposes and they had submitted these statements within their prescribed timeframes to the supplier of the funding (usually the regional authority). The data reported was consistent with the actual situation and the accounting records being maintained by the entities. The inspectorate uncovered one situation in which the budgetary guidelines had been violated. The estimated amount of improperly utilized funding was CZK 29,355.

## 14 Suggestions and Complaints Received by CSI

In the 2006/2007 school year, the inspectorate received a total of 381 complaints about schools and school facilities. Compared to the 2005/2006 school year, there were 78 more complaints received, which represented an annualized increase of 26%. The trend for more-and-more complaints each year is also evident from the data for the 2004/2005 school year when CSI received 276 complaints.

The 381 complaints submitted to the inspectorate included a total of 827 individual issues, of which 189 were found to be warranted and 117 were forwarded to another authority because they were not within CSI's jurisdiction. The remainder of the complaints received were either unwarranted or unsubstantiated or they were rejected and occasionally even withdrawn by the complaining party. The following table is a breakdown of the complaints received and data on their legitimacy.

**Table 17: Complaints and Their Merit**

Monitored Indicators	Kinder-garten		Primary Schools		Secondary Schools		Other Schools		School Facilities		Total	
	C	D	C	D	C	D	C	D	C	D	C	D
Number of Complaints	33	~	229	~	99	~	11	~	9	~	381	~
Total Number of Complaints Raised	62	15	481	121	239	48	15	2	30	3	827	189
Safety of Children and Pupils	6	1	26	10	6	2	1	-	2	-	41	13
Unreasonable Discrimination	-	-	6	2	1	-	-	-	2	1	9	3
Evaluation and Marking	-	-	14	1	15	3	-	-	-	-	29	4
Exam Attended by a Committee	-	-	3	-	6	1	-	-	-	-	9	1
Communication with Legal Representatives	9	3	57	17	23	5	2	-	1	-	92	25
Material Resources of the Education Process	1	-	2	-	9	4	-	-	-	-	12	4
Non-Solving of Complaints	1	-	20	6	5	3	-	-	-	-	26	9
Non-Solving of Bullying	1	-	24	4	2	1	-	-	-	-	27	5
Staffing in the Educational Process	2	1	32	9	16	2	2	-	2	-	54	12
Fulfillment of the Educational Programmes	2	1	4	1	17	5	-	-	-	-	23	7
School Operation	5	2	17	2	21	3	-	-	1	-	44	7
Measures Adoption Towards Drawbacks Removal	-	-	3	1	1	-	-	-	-	-	4	1
Decision on Non-Admission to the School	-	-	6	-	3	-	-	-	1	1	10	1
Staff Management and Evaluation System	-	-	12	4	4	-	1	-	1	-	18	4
School Regulations	1	1	13	7	8	2	2	2	2	-	26	12
School Catering	2	-	-	-	2	-	-	-	-	-	4	-
Corporal Punishment of Pupils	1	-	6	2	1	-	-	-	-	-	8	2
Completion of Studies	-	-	-	-	7	1	2	-	-	-	9	1
Consideration for Educational and School Services	-	-	1	-	1	-	-	-	-	-	2	-
Level and Course of Education	5	1	36	8	18	4	2	-	1	0	62	13
Discipline Measures and Behaviour Marking	1	-	31	10	9	2	-	-	2	-	43	12
Usage of Financial Resources Allocated from the State Budget	-	-	4	1	1	-	-	-	-	-	5	1
Education of Pupils with Special Educational Needs	1	1	18	10	-	-	-	-	-	-	19	11
Other	24	4	146	26	63	10	3	-	15	1	251	41

Key: C = Total Number of Complaints Raised; D = Complaint Found to be Reasonable

Most of the complaining parties were parents (53.5% of the complaints received) and teachers (9.5%). One-fifth of all complaints received were anonymous.

# PART E

## 15 Appendices

### *Appendix 15.1 - Plan of the Principal Assignments of the Czech School Inspectorate for the 2006/2007 School Year*

#### **Evaluation of schools according to applicable provisions of the Education Act**

To create a cohesive framework of indicators and criteria used for monitoring work performance and progress in the area of education and its verification in order to determine the progress level in education leading to development of the key competencies within kindergartens, primary schools, secondary schools, tertiary professional schools and primary art schools over a three-year cycle (the impact of national development projects and the translation of international surveys results into the practices of schools).

- To verify the evaluation criteria for reading literacy (3<sup>rd</sup> and 7<sup>th</sup> grades of primary schools and 2<sup>nd</sup> grade of secondary schools).
- To verify the evaluation criteria for mathematics literacy (3<sup>rd</sup> and 7<sup>th</sup> grades of primary schools and 2<sup>nd</sup> grade of secondary schools).
- To develop evaluation criteria for the natural sciences and to verify these criteria in a pilot programme.
- To develop evaluation criteria for the social sciences and to verify these criteria in a pilot programme.
- To evaluate the development in foreign language education.
- To evaluate the impact of ICT on the education process (information literacy).
- To verify the inspection methodology for evaluating the School Educational Programmes and their compliance with the Framework Educational Programme.

To verify the inspection methodology used for evaluating the management practices and the work performance of the head teachers and the directors of school facilities.

- To verify the inspection methodology for evaluating the management practices and the work performance of the head teachers and the directors of school facilities during the initial 2 years in the position.

- To verify the inspection methodology for evaluating the management practices and the work performance of the head teachers and the directors of school facilities over a 3-year cycle.

To develop an inspection methodology used for evaluating the School Educational Programmes and their compliance with the Framework Educational Programme.

- To prepare an evaluation diagram and an evaluation field at the school level consisting of both an internal and an external evaluation.
- To propose a set of criteria and to verify it in kindergartens and primary schools.

To determine and analyze information on the staffing and material and financial conditions of the schools and school facilities in relation to the needs related to the availability of effective support for the personal development of children and students and according to the conditions for listing in the School Registry.

- To acquire and analyze information on the continuing education of academic staff according to the priorities set by the “Long-Term Plan for Education and the Development of the Educational System in the Czech Republic and Its Regions”.

### **Thematic Inspection Activities**

To determine and evaluate information on the education of children and students in the area of supporting living a healthy lifestyle (Agenda 21).

To acquire and evaluate information on the education of children and students in the area of supporting the education on human rights and toleration of others and the prevention of socio-pathological phenomena.

To acquire and evaluate information on the availability of equal educational opportunities.

To acquire and evaluate information on the support available for the education of gifted children, pupils and students.

To acquire and evaluate information on the conditions, the progress and the results of the education of children with special educational needs.

To acquire and analyze information on the education of foreign nationals at primary, secondary and tertiary professional schools.

To acquire and analyze information on the preparation of schools for the changes being made to the existing school-leaving exam model in grammar schools and for selected study fields in secondary professional schools.

To acquire and analyze information on the change progress of the final examination model for selected study fields in secondary vocational schools.

To co-operate with the Institute for Information on Education in submitting the international TIMSS tests (Trends in International Mathematics and Science Study) in 2007.

To evaluate the Pilot G projects.

To evaluate the Pilot S projects.

### **State control conducted according to the applicable provisions of the Education Act**

The verification of formal requirements of the establishment documents and the requirements that determine the approval for listing the entity in the School Registry.

The verification of school catering at primary schools, the verification of the school catering conditions by request at private entities and entities offering alternative meal arrangements.

The verification of adherence to selected legal regulations related to educational services provided by schools that operate as part of facilities providing institutional care or protective custody type care.

### **Public-administrative control conducted according to the applicable provisions of the Education Act**

To perform the public-administrative control of the financing of additional expenditure of schools and school facilities that are listed in the School Registry allocated from the State Budget.

- Subsequent audits as part of the “Class” project.
- Subsequent audits as part of the “Pilot Z” project.

To perform the public-administrative control of the effective utilization of the financial resources provided to the schools and school facilities established by the Ministry of Education.

To perform the public-administrative control of the effective utilization of the financial resources provided to the schools and school facilities established by registered churches or religious societies.

To perform the public-administration control of the effective utilization of the financial resources provided to the schools and school facilities established by municipalities or multiple municipalities.

To perform the public-administrative control of the effective utilization of the financial resources provided to the schools and school facilities established by the regions.

To determine and analyze information on the conditions of financing the schools and school facilities established by the municipal authorities.

To determine and analyze information on the conditions of financing the schools and school facilities not established by the government, local region, municipality or multiple municipalities.

### **Co-operation Projects**

Co-operation on national projects for developing a system of evaluating the quality and the results at the student level, at the school level and at the level of the entire educational system and its sections within the 'Quality I' and 'Quality II' projects.

#### **Regional Projects**

- Co-operation with other bodies of the Czech Republic in the field of school control:
  - National Institute of Public Health, Regional Health Departments
  - OHS Inspectorate of the Czech-Moravian Teachers' Union
  - Revenue Authorities
- International Projects
  - Inspection activities in European Schools
  - Membership and involvement in SICI Activities (preparation of an international conference in the 2006/2007 school year)

#### **Bilateral Co-operation Projects with Other EU Countries**



## *Appendix 15.2 - Evaluation Criteria of Schools and School Facilities for the 2006/2007 School Year*

### **Inputs**

#### School Management

- Strategy and Planning
- Implementation of the School Educational Programmes
- Head Teacher
- Self-evaluation of School – Outputs

#### Conditions of Educating Children, Pupils and Students

- Staffing
- Material Conditions
- Health and Hygiene
- Enrolment of Students to the Educational Programme
- Completion of Studies

#### Partnerships

- Parents
- School Board
- Founder

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### **Educational Processes**

#### Education Course

- School Environment
- Organization of the Education Process
- Accessibility of Education
- Support of Equal Education Opportunities
- Support of Children, Pupils and Students with Special Educational Needs
- Support of Gifted Children, Pupils and Students
- Counselling

## **Outputs**

### Education Results

- Number of Failing Children, Pupils and Students Within the Educational Programme
- Transition of Children, Pupils and Students to Higher Education Levels
- Transitions Between Educational Programmes
- Education Changes Aiming at Development of the Key Competences
- Effectivity of Disciplinary Measures
- Results Achieved by the School in National and International Surveys
- Annual Reports of the School
- Fulfilment of Education Objectives as set by the School Educational Programme  
Considering the Conditions Provided to Students and the Resources Available to the  
School

## *Appendix 15.3 - Evaluation Methods Used by the Czech School Inspectorate in the 2006/2007 School Year*

### **Description of the Evaluation System**

The Czech School Inspectorate uses a multi-criteria system to evaluate the institutions listed in the School Registry. The basic tool is a set of criteria that is used to look at the conditions, which are being provided, the course of the actual teaching process and the results of the teaching process and the respective educational services. The structure of this evaluation system is based around the requirements set in the applicable school-related legislation and it allows the implementation of innovations and upgrades by the schools, in conformity with the priorities of the long-term objectives in the area of education and the further development of the educational system, to be monitored at both national and regional levels. The system is linked to the European Qualifications Framework for Lifelong Learning and it allows qualitative comparisons to be made across different parts of the Czech educational system using selected parameters.

Under the current legislative conditions, the selection of a set of criteria as a model for the institutional evaluation of schools and school facilities is directed towards integrating the external evaluation of the school and its own internal evaluation in a basic "inputs – processes – outputs" scheme. For use as part of the evaluation process, the criteria included in this approach are reflected in the key evaluation indicators, which are put together based on the respective level of education or type of school being looked at. The current changes to the system being used to conduct the inspections will be partially completed through the development of a basic set of evaluative tools that are designed to identify and assess the degree to which the respective criteria are being met. At the moment, CSI's evaluation tools are also being put together as a feedback system for the curricular reforms that are gradually being implemented in the schools. The collection and processing of data is carried out with the support of CSI's new information system.

## **Basic Methods for Assessing and Evaluating the Conditions Being Provided and the Actual Course and Results of the Teaching Process**

The inspection's findings and specific data for the monitored areas (indicators) are obtained by the inspectors using the following sources of information and data collection methods:

- Reviewing school documentation.
- A comparative analysis (specifically for an expert evaluation of conformity between the school educational programme of the school and the framework educational programme).
- Physical inspections of the respective premises and the material resources of the school.
- Direct observation of both theoretical and practical teaching processes; and, sometimes also, the professional training procedures.
- Direct observation of various types of contests and other types of educational events.
- Reviewing student work.
- Interviews with school administrators, teachers and other academic staff.
- Possible contact with the school's supervising entity.

The following additional approaches are used for thematic inspections:

- Interviews with the advisory bodies of school administrators.
- Interviews with foreign students.
- Survey questionnaires for students, teachers and school administrators.
- Survey questionnaires for parents or other partners.

For its inspection activities, the inspectorate prepares proposals for inspection and auditing standards and the procedures to be used for compliance with these standards, in accordance with the applicable temporary provisions of the Education Act.

The information evaluated is used as the basis for the outputs of the inspection, which are put together in accordance with the requirements established under the Education Act. At the school level, this is carried out through inspection reports and records; and, at the national level, this is carried out through special (thematic) reports. The overall findings are broken down according to the different levels of education and by the thematic focus of other activities of the inspectorate, as established under the Education Act.

In addition to the applicable European documents, the inspectorate also uses – as part of its analytical work – the results of the analytical studies of strategic materials and the data publicly reported by schools, in accordance with the Education Act (e.g. the 'Long-Term Plan

for Education and the Development of the Educational System in the Czech Republic'), with a focus on the right developmental priorities and progress indicators. The inspectorate also uses the annual reports issued by the individual regions and the priorities set in the 'Regional Long-Term Plans for Education and the Development of the Educational System in the Czech Republic'. Additionally, the inspectorate uses information provided by its partner organizations – the Institute for Information on Education, the Education Research Institute, the National Institute for Technical and Vocational Education and other organizations, institutes and organizations involved in the educational system.

### **Measurement and Evaluation Guidelines**

The overall evaluation is based on the examination of the individual, logically tied indicators and criteria (sometimes also sub-criteria). The tip of the evaluation 'pyramid' is represented by the primary type of evaluation (qualitative evaluation) and the lower levels are represented by the individual criteria and sub-criteria (qualitative evaluation using a three-level scale with a possible 'N' option). The widest base of the evaluation system is represented by the individual indicators (quantitative parameters – quantity, percent; qualitative evaluation using a dichotomic or other, usually three-level, scale).

**Table P 1: Basic Scale and Parameters**

Evaluation System Levels and Elements	Measurements, Evaluations	Specification				
<b>Key Evaluation Areas</b> reflect compliance with Section 174, Subsection 2 of the Education Act:	<b>Qualitative Evaluation</b>	summary conclusions and evaluation of the key areas				
<b>Criteria</b> <ul style="list-style-type: none"> <li>- include extensive parts of the key evaluation areas</li> <li>- are based on the applicable legal regulations</li> <li>- are specified upon the conclusions contained in the strategic documents on the development of the educational system</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>N</td> </tr> </table>	1	2	3	N	a three-level rating scale is always used for the evaluation of individual criteria and sub-criteria.
1	2	3	N			
<b>Sub-criteria</b> represent the content of subareas of the given criterion, their definition is optional	- → +*	the 'N' option – cannot be determined or was not examined.				
<b>Indicators</b> <ul style="list-style-type: none"> <li>- represent the nature of the examined events, matters, specific value within the given sub-criterion (criterion)</li> <li>- can be of both a qualitative and quantitative character</li> <li>- are defined on a theoretical-practical basis</li> <li>- are linked to one another and enable to recognise the connections between monitored events</li> </ul> The selection in term of the extent and character of the indicators is determined upon an analysis of their predictive value – usually after the end of the monitored period, rarely during its course.	<b>Quantity</b>	actually determined numeric value				
	<b>Percentage</b>	the relative portion of a predefined total value (percentage, direct or additional calculation)				
	<b>Yes – No</b>	determination as to whether or not the examined events, activities or matters occur				
	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>N</td> </tr> </table>	1	2	3	N	the indicators are rated using this scale
	1	2	3	N		
- → +*						

\* The minus '–' and '+' signs indicate the negative and positive orientation of the scale.

### General Qualitative Characteristics of the Three-Level Rating Scale

Based on an overall evaluation of the individual aspects (indicators) of the given criterion, the objective behind the use of this rating scale is to determine whether or not the inspected entity has been able to achieve an 'average' ranking, based on regional or national standards for that respective type of schools or school facility for the given criterion (2); whether the entity has achieved 'above-standard' results (3); or, whether the entity failed to achieve the average standard results and, as a result, the situation can therefore be categorized as being of a 'high risk' (1); or, possibly, that the conditions in the respective schools and school facility could not be determined or were not examined (N). The following are the general definitions that were used by the inspectorate for these different ratings:

- 1 The criterion being evaluated shows substantial negative conditions; legal violations are taking place during the respective activities; there is a lack of compliance with the school educational programme (approved curricular documents); the planning and management processes that are part of the effort to maintain the desired level of quality

and enable sustainable development in the given area are either ineffective or their existence cannot be verified; or, there are other serious deficiencies.

- 2 The criterion being evaluated shows generally average, standard-type conditions; the respective activities comply with the applicable legal requirements and the school educational programme (approved curricular documents); and, violations occur only rarely. There are frequent deficiencies in the planning and management processes that are part of the effort to maintain the desired level of quality and enable sustainable development in the given area and the inspected entity finds it difficult to respond to some of these deficiencies.
  - 3 The criterion being evaluated clearly shows the existence of excellent conditions; the respective activities comply with the applicable legal requirements and the school educational programme (approved curricular documents); the planning and management processes that are part of the effort to maintain the desired level of quality and enable sustainable development in the given area fully comply with the inspected entity's future plans and objectives; and, individual deficiencies occur only rarely and they can be successfully dealt with.
- N** This option is used whenever the respective conditions can either not be determined for the inspected school or the examination of the given area was not part of the inspection process.

**Table P 2: Terminology Used for Individual Rating Levels of the Key Areas and for the Overall Evaluation of the School**

Corresponds to Level 1	Corresponds to Level 2	Corresponds to Level 3	Corresponds to Option N
<i>Mostly Below Average</i> negative conditions unacceptable and critical level of risk	<i>Mostly Average</i> (standard) conditions, functional, acceptable and marginal risks	<i>Unambiguously Above-Average</i> (above-standard) conditions, immaterial and negligible risks	<i>Given area was not examined according to the assignment or eventually could not be examined for other reasons</i>
<b>Below Average Conditions</b>	<b>Average, Functional, (Standard) Conditions</b>	<b>Above-Average (Above Standard) Conditions</b>	(this option is not used for the overall evaluation of the school)

## Appendix 15.4 - Inspection Activities Results for the 2006/2007 School Year

**Table P 3: Overview of Inspection Visits to Schools and School Facilities and Inspection Activities Completed in 2006/2007 School Year (According to the Requirements Set by the Education Act)**

Schools and School Facilities	Number of Inspection Activities and Inspection Visits to Schools and School Facilities				
	Activities in Accordance with Section 174, Subsection 2, Item (see below) of the Education Act			Inspection Visits	
	(a), (b), (c)	(d), (e)	Total	Quantity	Quotient of the School Registry
Kindergartens	1,225	2,372	3,597	1,563	32.5%
Primary Schools	1,598	3,347	4,945	2,058	49.0%
Grammar Schools (Multi-Annual or Four-Year)	195	349	544	212	58.7%
Secondary Professional Schools	362	728	1,090	423	46.7%
Secondary Vocational Schools	72	165	237	116	20.3%
Conservatoires	4	9	13	4	22.2%
Tertiary Professional Schools	12	66	78	54	31.0%
Primary Art Schools	66	170	236	76	16.0%
Language Schools with subject to State Language Exams	3	3	6	3	25.0%
Facilities of Institutional Care and Care in Protective Custody and Preventive Care	7	66	73	25	10.9%
School Facilities for Education in the Area of Special Interests and Continuing Education	4	171	175	76	25.2%
Other School Facilities	13	4,093	4,106	3,947	24.5%
<i>Total</i>	<i>3,561</i>	<i>11,539</i>	<i>15,100</i>	<i>8,557</i>	<i>32.8%</i>



**Table P 4: Participation of CSI in Selection Procedures for Hiring Head Teacher and School Facilities Directors**

Type of School / School Facility	Academic Year	CR	Participation in Local Inspectorates													
			01	02	04	05	06	07	08	09	10	11	12	13	14	15
Kindergartens	2005/2006	162	15	25	6	9	10	5	3	16	16	4	19	11	11	12
	2006/2007	175	14	23	7	4	13	10	4	14	10	7	29	16	11	13
Primary Schools	2005/2006	250	18	34	9	13	22	11	14	15	25	6	30	11	25	17
	2006/2007	256	22	44	12	10	12	16	16	12	16	14	18	21	30	18
Secondary Schools	2005/2006	53	2	5	1	3	2	2	3	4	5	3	3	7	5	8
	2006/2007	46	1	7	3	4	4	3	2	-	9	1	5	3	2	2
Tertiary Professional Schools	2005/2006	1	-	-	-	-	-	-	-	-	-	-	-	-	1	-
	2006/2007	4	-	-	-	-	1	-	-	1	-	1	1	-	-	-
Primary Art Schools and Language Schools	2005/2006	10	-	1	1	1	-	-	-	1	-	1	1	1	1	2
	2006/2007	27	-	4	1	1	-	1	1	1	1	4	4	2	1	4
School Facilities	2005/2006	26	2	3	1	1	2	-	-	3	5	-	-	3	4	3
	2006/2007	32	2	5	2	2	-	2	1	1	-	2	6	2	4	4
<i>Total</i>	2005/2006	502	37	68	27	27	36	18	20	39	51	14	53	33	47	42
	2006/2007	545	39	83	21	21	30	32	24	29	36	29	63	44	48	41

Key:

01 – Prague Inspectorate

05 – Karlovy Vary Inspectorate

08 – Liberec Inspectorate

11 – Vysocina Inspectorate

14 – Moravia-Silesia Inspectorate

02 – Central Bohemia Inspectorate

06 – Usti nad Labem Inspectorate

09 – Hradec Kralove Inspectorate

12 – South Moravia Inspectorate

15 – Zlin Inspectorate

04 – Plzen Inspectorate

07 – South Bohemia Inspectorate

10 – Pardubice Inspectorate

13 – Olomouc Inspectorate

CR – Czech Republic

## Appendix 15.5 - Selected Financial Indicators

**Table P 5: Total Non-Investment Expenses in Inspected Schools and School Facilities by Region**

Region	Total Non-Investment Expenditure of School – Actual Expenditure as of December 31			Total Non-Investment Expenditure Covered by the State Budget – Actual Expenditure as of December 31		
	Previous Period (CZK)	Monitored Period (CZK)	Comparison for the Previous and the Monitored Period	Previous Period (CZK)	Monitored Period (CZK)	Comparison for the Previous and the Monitored Period
Capital of Prague	488,255,820	220,536,810	0.45	170,422,814	183,156,893	1.07
Central Bohemian	131,594,273	147,487,880	1.12	101,758,172	109,590,387	1.08
Plzen	83,193,233	87,428,836	1.05	57,267,481	60,135,342	1.05
Karlovy Vary	113,734,162	123,668,641	1.09	86,124,680	92,493,115	1.07
Usti nad Labem	*1	63,832,767	x	*1	60,149,296	x
South Bohemian	466,917,087	499,794,161	1.07	331,428,503	354,760,379	1.07
Liberec	*1	54,225,148	x	*1	51,203,794	x
Hradec Kralove	105,699,952	112,829,592	1.07	77,024,898	83,579,463	1.09
Pardubice	192,892,486	202,020,218	1.05	175,568,388	182,302,683	1.04
Vysocina	104,026,197	112,187,784	1.08	77,830,738	83,173,298	1.07
South Moravian	145,982,347	148,635,248	1.02	123,342,882	121,483,507	0.98
Olomouc	96,294,790	104,428,424	1.08	70,456,544	74,974,821	1.06
Moravian-Silesian	395,548,516	412,967,656	1.04	307,657,653	321,863,204	1.05
Zlin	67,766,253	70,562,162	1.04	52,444,145	53,856,131	1.03
<b>Total</b>	<b>2,403,387,983</b>	<b>2,360,605,327</b>	<b>0.98</b>	<b>1,639,858,883</b>	<b>1,832,722,313</b>	<b>1.12</b>

Key: \*1= data was not collected from all inspected entities.

**Table P 6: Quotient of Total Educational Expenses on Total State Budget Expenditure and the Level of Financing by Region**

Region	Actual Expenditure in the Monitored Period (CZK)		Quotient of Direct Educational Expenses	Normative Expenditure in the CR (Calculated Minimum) (CZK)	Level of Financing
	Total Non-Investment Covered by the State Budget	Direct Educational Expenses			
Capital of Prague	183,156,893	87,762,636	0.48	114,950,134	0.76
Central Bohemian	109,590,387	89,526,639	0.82	96,624,334	0.93
Plzen	60,135,342	59,149,906	0.98	54,169,632	1.09
Karlovy Vary	92,493,115	91,156,580	0.99	80,482,242	1.13
Usti nad Labem	60,149,296	52,841,657	0.88	49,929,579	1.06
South Bohemian	354,760,379	334,001,309	0.94	307,083,300	1.09
Liberec	51,203,794	29,473,514	0.58	32,311,193	0.91
Hradec Kralove	83,579,463	82,939,238	0.99	74,647,943	1.11
Pardubice	182,302,683	180,986,294	0.99	151,727,609	1.19
Vysocina	83,173,298	64,523,114	0.78	53,547,447	1.20
South Moravian	121,483,507	120,048,532	0.99	117,733,774	1.02
Olomouc	74,974,821	74,405,673	0.99	64,286,651	1.16
Moravian-Silesian	321,863,204	317,437,619	0.99	265,023,277	1.20
Zlin	53,856,131	53,585,000	0.99	45,492,666	1.18
<i>Total</i>	<i>1,832,722,313</i>	<i>1,637,837,711</i>	<i>0.89</i>	<i>1,508,009,781</i>	<i>1.09</i>

**Table P 7: Total Non-Investment Expenses in Inspected Schools and School Facilities in the Czech Republic and in the Individual Regions**

Region	Total Non-Investment Expenditure (Expenses) of School – Actual Expenditure as of December 31			Total Non-Investment Expenditure, Thereof the State Budget Expenditure – Actual Expenditure as of December 31		
	Previous Period (CZK)	Monitored Period (CZK)	Comparison for the Previous and the Monitored Period	Previous Period (CZK)	Monitored Period (CZK)	Comparison for the Previous and the Monitored Period
Capital of Prague	488,255,820	220,536,810	0.45	170,422,814	183,156,893	1.07
Central Bohemian	131,594,273	147,487,880	1.12	101,758,172	109,590,387	1.08
Plzen	83,193,233	87,428,836	1.05	57,267,481	60,135,342	1.05
Karlovy Vary	113,734,162	123,668,641	1.09	86,124,680	92,493,115	1.07
Usti nad Labem	*1	63,832,767	x	*1	60,149,296	x
South Bohemian	466,917,087	499,794,161	1.07	331,428,503	354,760,379	1.07
Liberec	*1	54,225,148	x	*1	51,203,794	x
Hradec Kralove	105,699,952	112,829,592	1.07	77,024,898	83,579,463	1.09
Pardubice	192,892,486	202,020,218	1.05	175,568,388	182,302,683	1.04
Vysocina	104,026,197	112,187,784	1.08	77,830,738	83,173,298	1.07
South Moravian	145,982,347	148,635,248	1.02	123,342,882	121,483,507	0.98
Olomouc	96,294,790	104,428,424	1.08	70,456,544	74,974,821	1.06
Moravian-Silesian	395,548,516	412,967,656	1.04	307,657,653	321,863,204	1.05
Zlin	67,766,253	70,562,162	1.04	52,444,145	53,856,131	1.03
<i>Total in the CR</i>	<i>2,403,387,983</i>	<i>2,360,605,327</i>	<i>0.98</i>	<i>1,639,858,883</i>	<i>1,832,722,313</i>	<i>1.12</i>

Key: \*1 = data not collected from all inspected entities.

**Table P 8: Quotient of Direct Educational Expenses on Total State Budget Expenditure and the Level of Financing by Region**

Region	Actual Expenditure in the Monitored Period (CZK)		Quotient of Direct Educational Expenses	Normative Expenditure in the CR (Calculated Minimum) (CZK)	Level of Financing
	Total Non-Investment Expenditure Covered by the State Budget	Direct Educational Expenses			
Capital of Prague	183,156,893	87,762,636	0.48	114,950,134	0.76
Central Bohemian	109,590,387	89,526,639	0.82	96,624,334	0.93
Plzen	60,135,342	59,149,906	0.98	54,169,632	1.09
Karlovy Vary	92,493,115	91,156,580	0.99	80,482,242	1.13
Usti nad Labem	60,149,296	52,841,657	0.88	49,929,579	1.06
South Bohemian	354,760,379	334,001,309	0.94	307,083,300	1.09
Liberec	51,203,794	29,473,514	0.58	32,311,193	0.91
Hradec Kralove	83,579,463	82,939,238	0.99	74,647,943	1.11
Pardubice	182,302,683	180,986,294	0.99	151,727,609	1.19
Vysocina	83,173,298	64,523,114	0.78	53,547,447	1.20
South Moravian	121,483,507	120,048,532	0.99	117,733,774	1.02
Olomouc	74,974,821	74,405,673	0.99	64,286,651	1.16
Moravian-Silesian	321,863,204	317,437,619	0.99	265,023,277	1.20
Zlin	53,856,131	53,585,000	0.99	45,492,666	1.18
<i>Total in the CR</i>	<i>1,832,722,313</i>	<i>1,637,837,711</i>	<i>0.89</i>	<i>1,508,009,781</i>	<i>1.09</i>

Direct education-related expenses represented the majority of the funding provided from the State Budget (see Table P 8) at the monitored schools and school facilities. This was largely due to the breakdown of the monitored schools. Most of these were kindergartens and all of the inspected primary schools were so-called 'non-complete' primary schools. These schools had only a small percentage of their direct educational expenditure allocated for special purposes, which were mostly development projects (11%), and for the 'National Strategy for ICT in Education' (1%). Most of the financial resources that were allocated from the State Budget and which were used for specific activities, projects and purposes were for the following: the 'Class' pilot project, the 'Pilot Z' pilot project, teacher's assistants and support for the Roma community.

**Table P 9: Analysis of Salary Conditions**

Region	Salary Expenditure (CZK)		Quotient of the State Budget	Salary Expenditure for Teaching Staff	
	Total	Thereof Amount from the State Budget		Total (CZK)	Quotient on Total Salaries
Capital of Prague	114,101,798	110,508,185	0.9685	98,872,839	0.867
Central Bohemian	78,640,866	77,287,460	0.9828	76,751,245	0.976
Plzen	44,089,006	33,458,000	0.7589	35,406,342	0.903
Karlovy Vary	63,723,344	60,639,448	0.9516	45,482,861	0.714
Usti nad Labem	25,327,621	15,919,920	0.6286	26,501,871	1.046
South Bohemian	234,642,928	223,220,496	0.9513	157,330,195	0.671
Liberec	30,084,904	29,470,575	0.9796	30,112,710	1.001
Hradec Kralove	10,579,805	10,490,600	0.9916	10,579,805	1.000
Pardubice	13,072,844	12,720,129	0.9730	13,072,844	1.000
Vysocina	42,284,741	19,259,680	0.4555	43,945,515	1.039
South Moravian	79,518,667	55,721,610	0.7007	71,113,475	0.894
Olomouc	53,354,763	52,253,126	0.9794	53,339,000	1.000
Moravian-Silesian	227,273,353	219,642,891	0.9664	227,631,558	1.000
Zlin	38,189,769	37,191,814	0.9739	23,175,105	0.607
<i>Total in the CR</i>	<i>1,054,885,409</i>	<i>957,783,934</i>	<i>0.9080</i>	<i>913,315,362</i>	<i>0.866</i>

**Table P 10: Other Working Funds for Salaries**

Region	Other Working Funds for Salaries				Quotient of Other Working Funds for Salaries on the State Budget	
	Total (CZK)	Thereof Amount from the State Budget (CZK)	Teaching Staff (CZK) – from the State Budget	Non-Teaching Staff (CZK) – from the State Budget	Total	Teaching Staff
Capital of Prague	4,044,986	3,647,915	3,647,915	0	0.90	1.00
Central Bohemian	1,646,925	1,317,753	955,178	362,575	0.80	0.72
Plzen	377,617	157,008	157,008	0	0.42	1.00
Karlovy Vary	2,344,943	773,514	660,092	113,422	0.33	0.85
Usti nad Labem	1,342,420	337,217	302,850	34,367	0.25	0.90
South Bohemian	3,039,170	2,048,752	765,366	1,283,386	0.67	0.37
Liberec	1,844,672	166,273	128,365	37,908	0.09	0.77
Hradec Kralove	217,935	204,235	204,235	0	0.94	1.00
Pardubice	664,091	62,810	62,810	0	0.09	1.00
Vysocina	1,981,206	1,506,048	89,402	1,416,643	0.76	0.06
South Moravian	2,555,847	952,378	850,462	101,916	0.37	0.89
Olomouc	580,307	427,325	395,715	31,610	0.74	0.93
Moravian-Silesian	2,326,530	2,336,970	1,055,926	1,281,044	1.00	0.45
Zlin	938,329	754,745	593,873	160,872	0.80	0.79
<i>Total in the CR</i>	<i>23,904,978</i>	<i>15,228,494</i>	<i>9,869,197</i>	<i>8,676,484</i>	<i>0.64</i>	<i>0.65</i>

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**Table P 11: Structure of Working Funds for Salaries in Inspected Schools**

Region	Salary Working Funds Total (CZK)	Variable Components of Salary (CZK)	Quotient of Variable Components on Total Salary Expenditure
Capital of Prague	98,872,839	11,362,331	0.11491863
Central Bohemian	76,751,245	13,038,960	0.16988597
Plzen	35,406,342	0	0.00000000
Karlovy Vary	45,482,861	0	0.00000000
Usti nad Labem	26,501,871	2,083,584	0.07862026
South Bohemian	157,330,195	6,350,746	0.04036635
Liberec	30,112,710	2,856,551	0.09486197
Hradec Kralove	10,579,805	1,533,511	0.14494700
Pardubice	13,072,844	214,800	0.01643101
Vysocina	43,945,515	3,038,403	0.06914023
South Moravian	71,113,475	807,030	0.01134848
Olomouc	53,339,000	7,056,370	0.13229288
Moravian-Silesian	227,632,558	6,681,560	0.02935252
Zlin	23,175,102	3,220,589	0.13896763
<i>Total in the CR</i>	<i>913,315,362</i>	<i>58,244,544</i>	<i>0.06377265</i>

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## List of Shortcuts

CAF	Common Assessment Framework
CCTV	Closed Circuit Television
CERMAT	Centre for Education Results Recognition
Coll.	Collection
CR	Czech Republic
CSI	Czech School Inspectorate
CZK	Czech Koruna
e.g.	exempli gratia (for example)
EC	European Commission
EU	European Union
FEP	Framework Educational Programme
i.e.	id est (that is)
ICT	Information Communications Technology
ISO	International Organization for Standardization
IT	Information Technology
MEJA	Programme for Methodic and Language Preparation
NIDV	National Institute for Further Education
No.	Number
PISA	Programme for International Student Assessment
Ref. No.	Reference Number
SEP	School Educational Programme
SICI	The Standing International Conference of Inspectorates
SIPVZ	National Strategy for ICT in Education
SWOT	Strengths, Weaknesses, Opportunities, Threats
TIMSS	Trends in International Mathematics and Science Study
TV	Television