



Annual report

Annual report of the Czech School Inspectorate for the 2007/2008 School Year

Prague, February 2009

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Introduction

Under Section 174 (15) of Act No. 561/2004 Coll. on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act) as amended, the Czech School Inspectorate is submitting the Annual Report encompassing summarised data on the situation in education and the educational system gathered through inspections carried out in the school year 2007/2008.

Inspections were implemented in compliance with the Plan of Principal Tasks of Inspection Activities in the School Year 2007/2008 approved by the Minister of Education, Youth, and Sports. For the first time, the Annual Report also contains information about the progress of reform of the educational system achieved in regard to specifically selected aspects of the development of the regional educational system.

The strategic objectives of the inspections stemmed from the National Programme for the Development of Education in the Czech Republic (White Paper 2001) and from the strategic goals of the 2007 Long-term Policy Objectives of Education and the Development of the Educational System in the Czech Republic. The inspection system of the Czech Republic has completed another stage of its transformation and new inspection procedures have made use of significant results of national and international educational research.

Activities of the Czech School Inspectorate (CSI) are coordinated with the aims and the course of reform of the regional educational system while respecting the European context. Inspections were held with regard to the introduction of school education programmes (SEP) within pre-school education, to gradual implementation of school education programmes within basic education (first to sixth grades of basic schools, and first grades of eight-year secondary general schools known as gymnasium) and also with respect to the preparatory period of developing educational programmes for secondary schools.

The basis of an information, evaluation and control system of education has recently been built up by the Czech School Inspectorate by using state-of-the art information and communication technologies. However, coordination of some external information, evaluation and control systems, which are currently being implemented within the Ministry and its subordinate agencies, and the absence of certain elements in these systems, although they were recommended by the White Paper, remain a problem. Due to the fact that reform of school-leaving examinations (*maturita*) was postponed and the project relating to output evaluation which is to be done at the critical points of the student's educational path has not yet been completed, CSI has not been able to compare results of external international surveys and results of national surveys of the education of children, pupils and students at the level of individual schools. The Czech School Inspectorate has made all publicly available inspection reports since 2000 accessible (altogether there are 20 thousand reports) and in the last year about 1,000 users per month accessed and were registered on the CSI web-sites.

Inspection findings are predominantly based on outcomes of self-evaluation of schools, inspection analyses of school documents, on-the-spot inspections, observations of students and teachers in classes and standardised interviews with pedagogical staff.

As a result of cooperation agreements considerable progress has been achieved as regards coordination of the CSI inspection systems with other external systems for implementing checks. The Czech School Inspectorate organised 327 coordinated inspections, which accounts for 55% of all inspections conducted on the basis of the Plan of Inspections in the School Year 2007/2008. Such inspections covered the following areas: occupational safety and *Health* (OSH), meals provided in school canteens and fire protection in school buildings. By joint action and through exchange of information the administrative burden of

schools substantially decreased while, on the other hand, the quality and effectiveness of inspections were enhanced.

When evaluating the conditions, course and results of education, the Czech School Inspectorate built on the principles and objectives of education stipulated by the Education Act with the fundamental criterion being, in particular, effective support for the development of the personality of the child, pupil and student as well as achievement of educational aims in specific schools and school facilities. The Czech School Inspectorate verified a set of criteria for assessing schools and school facilities previously approved and published by the Ministry of Education, Youth and Sports (see Annex 1). The following principal areas were defined for assessment of individual schools: school and/or school facility management, prerequisites of a school to meet the school education programme or compulsory content of education in accordance with valid educational documents during the transitional period, school partnership, processes on how to meet educational aims during education, and monitoring the overall success of children, pupils and students with regard to the educational programmes of a particular school.

In the school year 2007/2008 CSI completed a three-year cycle of inspections carried out in compliance with given topics and aimed at both assessing individual educational areas and verifying new inspection procedures in order to find out whether functional literacy, in particular in natural and social sciences, is supported. Inspection activities concentrated on observing key factors indicating the efficiency of schools – a safe and healthy environment for education, staffing, and economical, effective and efficient management of funds provided to schools in compliance with the Education Act. In the past year the Czech School Inspectorate completed a total of 13,297 inspections, visited 1,716 schools and school facilities, carried out 8,674 observations of classes with the aim of observing the teaching of individual subjects, and interviewed 8,751 teachers and other pedagogical staff.

Summarised findings have been collected on the basis of 1,534 inspection reports, 1,763 protocols on checks, 462 selection interviews (tenders) and 27 surveys made for the PISA project. CSI provided schools with 339 extra time limits for removing deficiencies found during inspections, detected 564 serious violations of valid regulations, provided the relevant authorities with 22 reports giving information on breaches of budgetary discipline and 48 reports including other information. The Chief School Inspector filed one proposal for removing a school from the Register of Schools; however, this proposal was not accepted by the Ministry of Education, Youth and Sports (MEYS) and proceedings on deleting the said school from the Register were not initiated. Schools filed 87 comments and objections against inspection results, which represents 2.6% of total inspections. A new demanding task of the transitional period of the Education Act was to launch evaluation of school education programmes for pre-school and basic education and to ensure compliance of the said programmes with the effective Framework Education Programmes. CSI makes use of characteristic features and principles of education programmes laid down in the Education Act alongside principles and criteria set out in currently valid Framework Education Programmes. In total 1,015 school education programmes were assessed, whereby opinions on each of these programmes were submitted by at least three assessors. Inspection teams also comprised professionals from schools and cooperated with 415 external assessors. Results of comparative analyses of school education programmes made it possible to transfer some inspection activities out of schools (in-house inspection, i.e. on the basis of correspondence and ex-ante evaluation) and thus to shorten on-the-spot inspections and decrease the burden on schools and school facilities related to the implementation of the three-year inspection cycles.

This Report also encompasses the main findings arising from individual topics and their analyses. In the course of the school year 2007/2008 CSI issued ten reports classified by

topic, which are to be found on www.csicr.cz (a structured list including annotations is included in Annex 5). When monitoring the progress of education reform, quality indicators and benchmarks taken from strategic documents of the Czech Republic are used.

Findings of inspections carried out on the basis of instigations, complaints and petitions (the content of which was to be resolved within the scope of competence of the Czech School Inspectorate) are based on the results of inspections of 395 recorded cases representing 885 complaints. The Czech School Inspectorate dealt with 335 complaints. Partial results of the analysis are incorporated in the relevant chapters and a general overview of analyses of individual complaints is to be found in Annex 3

The Czech School Inspectorate performed inspections for the purpose of granting subsidies under the special legal regulation at the request of 36 private schools. The scale for overall assessment of private schools laid down in Act No. 306/1999 Coll. on granting subsidies to private schools, pre-school and school facilities appears to be problematic. The scale is outdated and does not conform to the needs of procedures for assessment under the new Education Act. CSI will demand an amendment to the relevant act so that it will be possible to introduce a brand-new uniform scale for assessing schools and school facilities established by all types of founders. As far as alternative provision of meals in schools was concerned, 85 inspections were performed.

In the introductory section of the Annual Report, the Czech School Inspectorate evaluated inspection findings concerning school and school facility management, financial and economic preconditions and the benefits of cooperation between schools and school facilities and their partners. This section also includes results of checks on formal requirements for schools and school facilities, selected provisions of the Education Act and principal findings regarding the examination of information, complaints, and petitions received.

The following sections of the Report summarise inspection findings relating to basic strategic aspects of the development of regional education in accordance with the 2007 Long-term Policy Objective of Education and the Development of the Educational System in the Czech Republic.

Section A - Equal Opportunities in Education - incorporates findings on the progress of integration of pupils in basic education after special schools were abolished and describes how children, pupils and students with special education needs are being supported. The Czech School Inspectorate monitored the efforts of schools and school facilities aimed at promoting the principle of equal opportunities and overcoming barriers which hinder the education of disadvantaged groups of children, pupils and students, at methods used by schools to identify such needs, ways of active support of education leading towards good health and healthy life styles, methods used for preventing pathological social phenomena (such as combating bullying or the abuse of narcotic substances) and injuries in schools. We also included some partial results of the inspection strategy for monitoring the social climate in education.

Section B - Curricular Reform - a Tool for Modernisation of Education with an Emphasis on the Development of Key Competences - encompasses summarised data which resulted from comparative analyses of schools' education programmes as well as from results of research into the extent to which teachers were involved in creating and drawing up the said education programmes. Inspection activities monitored how key competences were achieved through the educational content defined in the relevant Framework Education Programme. In the last year of the three-year inspection cycle aimed at specific topics CSI focused, at all levels of education, on supporting the improvement of the functional literacy of children, pupils and students with an emphasis placed on social and natural science literacy.

Section C - Supporting Foreign Languages and Information and Communication Technologies - contains partial knowledge on implementing the goals of the National Plan for Teaching Foreign Languages, on the information schools possess on the Common European Reference Framework, and on the preparedness of basic schools to offer, in particular, teaching of the English language as early as from the third grade of elementary school (the lower level of basic schools). When monitoring how information and communication technologies are used CSI focused not only on the level of technical equipment but mainly on how ICT supports teaching itself and how technologies affect the climate of schools.

Section D - Establishment and Introduction of Quality Systems, Assessment Methods and Self-evaluation of Schools and School Facilities - summarises findings on the development of self-evaluation at the level of individual schools and school facilities. Inspections, in particular, strove to find out how self-evaluation can contribute to education quality enhancement, how it is reflected in the annual reports of schools and school facilities and whether it has become an integral part of developed school education programmes.

Section E - Increasing Professionalism and Improving Working Conditions of Pedagogical Staff - discloses data on the age structure, qualifications and skills, salary conditions and evaluation of the further education of pedagogical staff.

Section F - Utilisation and Benefits of Development Projects - is, in terms of its concept and content, included in the Annual Report for the first time as a separate chapter. CSI tried to indicate how regions had managed to meet the priorities of their own long-term objectives of education and development of the education system and by using examples of good practice CSI illustrated the benefits of projects, coordinated at the regional level, for teaching and education in schools. This section also provides information on the awareness of teachers of projects and trends in the European Union pertaining to the area of education, on the experience of schools with the implementation of such projects and their preparedness for future utilisation of the operational programme – Education for Competitiveness.

Annexes are included separately. Annexes encompass more detailed information and summary data relating to some areas and topics of the Report. For better orientation in the text Annexes are not parts of individual chapters.

In the school year 2007/2008 there were 282 school inspectors, 108 controllers, and 415 external experts. 106 school inspectors and controllers, who, as trainers of CSI, covered training courses for teachers, were an informal source of information about schools.

In the school year 2007/8 information centres for supporting provision of information on the current curricular reform commenced their activities in ten regional inspectorates. The centres received 1,322 inquiries, of which 1,242 were resolved by CSI within its scope of competence, whilst the others were transferred to partner organisations. Most of the queries concerned evaluation of students (classification and educational measures), the quality of education in schools or documentation about schools, but there were also questions regarding final and admission examinations in secondary schools, school injuries and consultations on how legal liabilities arising from the office of a head teacher are met.

Within the EU the Czech School Inspectorate is gaining the position of a reliable partner of other organisations dealing with evaluations. At the same time there has been an ever increasing interest in the experience, guidelines and the way of work of CSI, which has become inspiring for foreign partners in the process of modernisation and reforms of education systems and their evaluation. CSI also shares such experience through SICI – the Standing International Conference of Inspectorates. CIS prepared and (in September 2008) organised an international seminar, the agenda of which included, inter alia, presentation of a new inspection information system.

Experience resulting from a Czech-Scottish project proves to be beneficial. The project enabled both parties substantially to modernise their respective activities. Supporting

documents from Germany and the Netherlands were used as well. A Czech-French project exchanging experience concerning guidelines and the performance of inspections, which was implemented in the form of a mutual exchange of inspectors on the basis of the initiative of the French Minister of Education, brought about a number of interesting findings. Some other countries or their school organisations, for example Croatia, Saxony and Slovakia, also showed their interest in CSI work and its presentation.

Another activity focusing on monitoring European trends in education is the work carried out by inspectors of European School (see Annex 6). Participation in the Boards of Inspectors of European Schools (for pre-school, primary and secondary cycles of European Schools) and involvement in international working groups has made it possible to exchange experience among education experts at the level of all Member States of the European Union.

List of Abbreviations

| | |
|--------|--|
| BAS | basic artistic school |
| BS/s | basic school/s |
| CAF | The Common Assessment Framework |
| CERMAT | Centre for Evaluation of the Educational Achievement |
| Coll. | Collection of Laws |
| CSI | Czech School Inspectorate |
| FEPS | further education of pedagogical staff |
| e.g. | for example, for instance |
| etc. | and so forth, and so on |
| EU | European Union |
| FEP BE | Framework Education Programme for Basic Education |
| FEP SE | Framework Education Programme for Secondary Education |
| FEP PE | Framework Education Programme for Pre-school Education |
| SGS/s | secondary general school/s (gymnazium) |
| i.e. | it means |
| ICT | Information and Communication Technology/ies |
| ISO | International Standard Organisation |
| Jaro | The project of the European Union |
| KG/s | Kindergarten/s |
| MEJA | A development programme aimed at the methodological and language preparation of teachers teaching at the primary level of BSs without professional qualifications for teaching foreign languages and language preparation for kindergarten teachers, teachers at primary level of BSs and teachers of basic artistic schools |
| MEYS | Ministry of Education, Youth and Sports |
| NIE | Non-investment expenditure |
| No. | number |
| OHS | occupational <i>Health</i> and safety |
| PISA | Programme for International Student Assessment (an international project aimed at finding out results of 15-yr-old students in reading, and mathematical literacy and literacy in natural sciences) |
| SVS/s | secondary vocational school/s |
| NGO/s | non-governmental organization/s |
| SB | state budget |
| SEN | special educational needs |
| SEP | school education programme |
| SIPE | state information policy in education |
| SPD | Single Programming Document |
| SS/s | secondary school/s |
| STS/s | secondary technical school/s |
| SW | software |
| TIMSS | Third International Mathematics and Science Study |

I. Education Processes Management and Fundamental Prerequisites for Activities of Schools and School Facilities under Conditions of Records in the Register of Schools

The Czech School Inspectorate monitored the quality of schools and school facilities as a process of planning, organising and self-assessing, which is based on proper selection of priorities and the educational objectives of schools and on the necessity to modify, on an ongoing basis, the educational strategy of a school in compliance with the aims of national and regional education policies.

Inspections observed whether the strategy and planning of the school support establishment and implementation of school education programmes, whether the school has a climate promoting strategic goals and changes in activities of the school concerned, whether organisational structures are adapted to current needs, whether principles of participative management are being applied, and how schools benefit from strategic partnerships.

When assessing the prerequisites for the activities of a given school, inspections focused on how equipment and facilities available to a school are made use of and how they affect teaching, whether textbooks, teaching aids, school rooms and their capacity are efficiently and rationally used to support teaching and learning, and whether pupils and students work with all the resources available to the school during the course of education.

The Czech School Inspectorate also checked formal conditions according to the records included in the Register of Schools (see Table 1) and audited the funds provided to schools and school facilities from the state budget, pursuant to Sections 160 through 162 of the Education Act in accordance with indicators for setting the amount of funding by using a normative method.

Table 1: Results of comparison of founding documents of schools with reality

| Monitored indicator | Kindergartens | Basic schools | Secondary schools |
|--|---------------|---------------|-------------------|
| School possesses a valid deed of foundation | 100,0 % | 99,8 % | 99,7 % |
| School provides education in compliance with its records in the Register of Schools | 99,5 % | 99,8 % | 100,0 % |
| Education in a secondary school is provided in compliance with permitted fields of study | - | - | 99,7 % |
| Head teacher holds a certificate of appointment | 98,6 % | 99,0 % | 99,0 % |

Information obtained within selection interviews with prospective head teachers and the involvement of CSI trainers in training courses for teachers became an import source of knowledge on school managements.

1. School Management

1.1 Strategy and Planning

In conformity with the requirement to implement pre-school and basic education according to school education programmes from 1st September 2007, management of kindergartens and basic schools decided to re-evaluate and renew their educational strategies and plans. The content of the innovations and the formulation of educational objectives were harmonised with national and regional priorities and newly drawn up school education programmes. Planning was mostly in compliance with the actual conditions of schools. Almost all schools informed their partners about respective school objectives (for more details see Table 2).

Table 2: Educational strategy and planning in visited schools in the school year 2007/2008

| Monitored indicator | Kindergartens | Basic schools | Secondary schools |
|---|---------------|---------------|-------------------|
| School management evaluates education strategies and plans and implements innovations | 84 % | 92 % | 95 % |
| Education objectives are in compliance with national and regional priorities | 92 % | 92 % | 96 % |
| Planning corresponds to actual conditions of a school | 87 % | 95 % | 96 % |
| School provides information on strategic objectives to: | | | |
| - parents | 96 % | 96 % | 94 % |
| - adult students | - | - | 92 % |
| - founder(s) | 98 % | 98 % | 99 % |
| - School Board | - | 96 % | 97 % |

Inspections evaluated the aforementioned activities as above-average in less than one-third of kindergartens. These schools managed to develop the education strategy towards Health very well and they had very good plans of how to support the optimal development of children's psychology. As regards basic schools, 38% of schools were evaluated as being excellent. These schools had drawn up very good strategies for the education of pupils about health and healthy life styles as well as plans for functional literacy, in particular reading literacy and literacy in natural sciences. As regards secondary education, 39% of secondary schools achieved above-average results in this area. Among them were especially secondary technical schools which had prepared plans for the development of literacy in natural sciences and mathematics very carefully. All levels of education have demonstrated apparently low rates of experience in developing social literacy.

1.2 Head Teachers and Education Process Management

In almost all the monitored schools (99%) head teachers performed their functions on the basis of a certificate of appointment; the others were managing head teachers authorised to perform the office by a school founder. In the school year 2007/2008 in total 462 selective interviews (tenders) for the office of head teacher were held in the Czech Republic (see Table 3).

Directors of legal entities carrying out activities of more than one school designated managers to manage education in individual schools belonging to one legal entity. Inspections evaluated the capabilities of pedagogical management staff to use managerial skills in practice with a view to contributing to the further development of schools and to education enhancement (see Table 4).

Table 3: CSI participation in selection interviews with applicants for head teachers and directors of school facilities

| Type of school/school facility | School year | CZE | Participation in inspectorates | | | | | | | | | | | | | | |
|--------------------------------|----------------|------------|--------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--|
| | | | 01 | 02 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | |
| Kindergartens | 2006/07 | 175 | 14 | 23 | 7 | 4 | 13 | 10 | 4 | 14 | 10 | 7 | 29 | 16 | 11 | 13 | |
| | 2007/08 | 132 | 11 | 19 | 6 | 7 | 18 | 5 | 4 | 5 | 5 | 6 | 15 | 5 | 8 | 18 | |
| Basic schools | 2006/07 | 261 | 22 | 44 | 12 | 10 | 12 | 16 | 16 | 12 | 16 | 14 | 18 | 21 | 30 | 18 | |
| | 2007/08 | 229 | 18 | 32 | 6 | 7 | 21 | 12 | 9 | 20 | 8 | 20 | 25 | 22 | 16 | 13 | |
| Sec. schools | 2006/07 | 46 | 1 | 7 | 3 | 4 | 4 | 3 | 2 | - | 9 | 1 | 5 | 3 | 2 | 2 | |
| | 2007/08 | 51 | 5 | 4 | - | 1 | 5 | 7 | 3 | - | 1 | 5 | 3 | 8 | 6 | 3 | |
| Professional tertiary schools | 2006/07 | 4 | - | - | - | - | 1 | - | - | 1 | - | 1 | 1 | - | - | - | |
| | 2007/08 | 9 | 2 | 1 | 1 | - | - | 1 | 1 | 2 | - | - | 1 | - | - | - | |
| Basic artistic schools | 2006/07 | 27 | - | 4 | 3 | 1 | - | 1 | 1 | 1 | 1 | 4 | 4 | 2 | 1 | 4 | |
| | 2007/08 | 10 | 1 | - | - | - | 1 | 1 | 1 | - | 1 | 2 | 2 | - | 1 | - | |
| School facilities | 2006/07 | 32 | 2 | 5 | 1 | 2 | - | 2 | 1 | 1 | - | 2 | 6 | 2 | 4 | 4 | |
| | 2007/08 | 31 | 1 | 3 | 3 | 2 | 5 | 1 | 3 | 2 | - | 2 | 2 | 1 | 4 | 2 | |
| Total | 2006/07 | 545 | 39 | 83 | 26 | 21 | 30 | 32 | 24 | 29 | 36 | 29 | 63 | 44 | 48 | 41 | |
| | 2007/08 | 462 | 38 | 59 | 16 | 17 | 50 | 27 | 21 | 29 | 15 | 35 | 48 | 36 | 35 | 36 | |

Key:

01 – Prague

02 – Central Bohemian Inspectorate

04 – Pilsen Inspectorate

05 – Karlovy Vary Inspectorate

06 – Usti Inspectorate

07 – South Bohemian Inspectorate

08 – Liberec Inspectorate

09 – Hradec Kralove Inspectorate

10 – Pardubice Inspectorate

11 – Vysocina Inspectorate

12 – South Moravian Inspectorate

13 – Olomouc Inspectorate

14 – Moravian-Silesian Inspectorate

15 – Zlin Inspectorate

CZE – Czech Republic

Table 4: Evaluation of how managerial skills of head teachers are used in practice

| Monitored indicator | Kindergartens | Basic schools | Secondary schools |
|---|---------------|---------------|-------------------|
| Functional division of competences and accountability in management | 92 % | 98 % | 98 % |
| Inclusion of support for incorporating SEP into school documents | 77 % | 87 % | 89 % |
| Functioning two-way information system and its utilisation for supporting SEP | 96 % | 98 % | 97 % |
| Cooperation with partners in decision-making processes | 95 % | 97 % | 96 % |

The data included in the Table above, apart from the information on how head teachers are able to use managerial skills, also show that there are schools (mainly in pre-school education, and to a lesser extent also at other levels of education) where support for implementing school education programmes is very vague or is completely missing in their internal documents. As far as kindergartens are concerned this problem could be caused by insufficient experience and lack of skills to develop content and factual issues concerning the integrated concept of education. Basic schools had problems with including and drawing up cross-reference topics with markedly formative functions. More than one tenth of secondary technical schools and secondary vocational schools are unable to harmonise the innovation of their education content with the development of the relevant school education programme in accordance with published Framework Education Programmes.

One of the quality criteria for school management and accountability of head teachers for the organisation of education and ensuring safe operations in schools is **their adherence to legal regulations applying to the provision of education and school services**. Inspections strove to find out how school management observes relevant laws and their specific provisions. Below are listed the most frequent violations of law, while more detailed data respecting some selected provisions of the Education Act are listed in Annex 4.

Checks of documentation of schools and school facilities under Section 28 of the Education Act focused on how the provisions of paragraph 1 (b) through (k) relating to the maintenance of forms for school reports, which are certificates of educational attainment, of apprenticeship certificates and diplomas on final examinations at tertiary professional schools (paragraph 9) are registered. There were also checks on the content of school and/or school facility registers of vital records generally called School Registers (paragraphs 2 and 3). The most frequent breaches of the mentioned provisions were as follows: 4.4% of the visited school entities did not maintain the school's vital records in compliance with the facts or their registers did not contain updated obligatory data on a child, pupil or student, and last but not least 3.9% of head teachers did not submit the report on self-evaluation of the school.

Summarised findings resulting from checks on the content of and the way in which Internal Rules of Order are published (under the provisions of Section 30 (1), (2) and (3) of the Education Act) demonstrated the following most frequent violations: a relevant document did not regulate in full detail the rights and duties of children, pupils and students and/or their statutory representatives, did not govern operations and internal rules of a school and/or did not include conditions for health and safety when working at school (6.7% of schools), a document was not approved by the School Board (3.6% of schools), it did not encompass rules for assessing the results of pupils' and students' achievement (4.9% of schools).

Checks on how head teachers meet their obligations stipulated in Sections 164 and 165 of the Education Act revealed the following facts: education and school services are not provided in accordance with Section 3, Section 4 and Section 32 of Act No. 563/2004 Coll. by qualified pedagogical staff (3.9%); head teachers did not make decisions on individual education plans (3.6%); or a head teacher's decision on reduction in or a waiver of a payment for provision of education and school services was missing (3.4%). Furthermore, checks uncovered that 1.5% of head teachers and directors of school facilities established by a ministry, region, municipality or association of municipalities were not appointed on the basis of a regular tender officially published by a founder and less than 1% of head teachers did not satisfy the requirements laid down for performing such an office in Section 5 and Section 32 (a) of the same Act.

A School Board was not established in only two inspected schools, some head teachers (3.7%) did not submit documents for the approval of or discussion by the School Board as required by the Education Act.

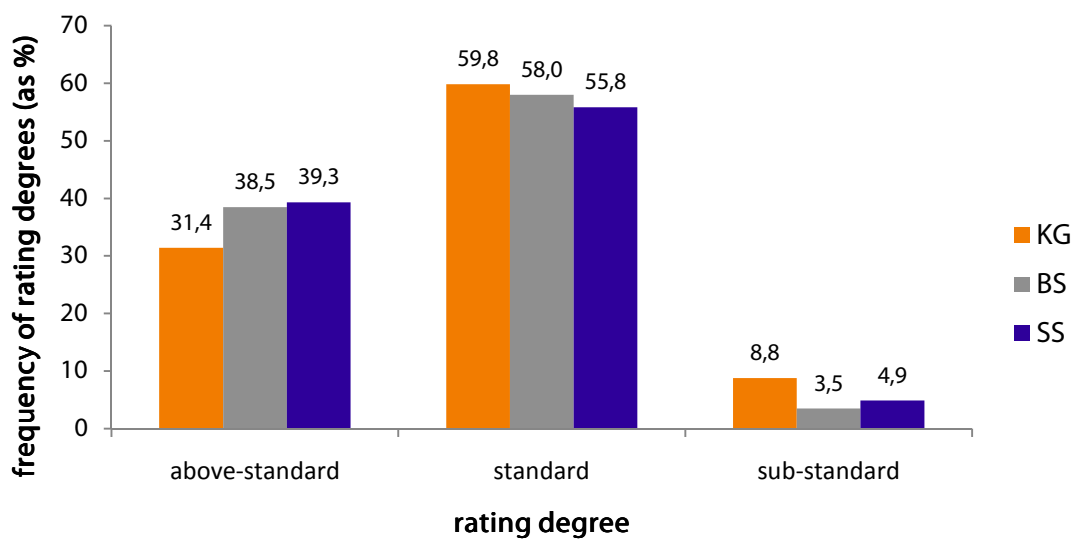
Other findings on possible violations of legal regulations arose from the **analysis of filed complaints and information**. In the school year 2007/2008 the Czech School Inspectorate received in total 395 complaints about schools and school facilities, which is 4% more than in the previous year. The trend of an increasing number of filed complaints has been apparent since 2005/2006 when 303 complaints were delivered to CSI.

395 complaints contained 885 indications of possible problems. In total 240 indications were assessed as justified and these essentially identified violations of legal regulations and obligations of schools towards their students. 99 indicated problems were referred to other entities as their resolution was not within the competence of CSI. Other indications of problems were evaluated by the Inspectorate as unjustified, impossible to be proved; they were returned or were withdrawn by the complainants themselves. Parents represented the highest percentage among complainants - 59%, and were followed by

teachers - 8%. One fifth of complaints were not signed. For more detailed information on the content of complaints and their justification see Annex 3.

The summary analysis of inspection findings concerning school management and organisation proves, as in the previous year, the positive impacts of training courses for head teachers and/or school management on the level of the managerial activities of managers in education. The vast majority of professionally trained head teachers are better able to use up-to-date management tools, team work and open internal communication. They also demonstrate better ability to adopt, on the basis of school self-evaluation, effective measures aimed at developing education as well as school organisation. The results of the overall evaluation of activities carried out by head teachers and the results of pedagogical process management are demonstrated by Diagram 1.

Diagram 1: Overall evaluation of activities of head teachers and education process management



On the basis of assessment of the achieved indicators of predetermined criteria CSI evaluated the whole area of management as above-average in 27% of kindergartens, 34% of basic schools, and 35% of secondary schools. 65% of kindergartens, 61% of basic schools, and 58% of secondary schools achieved the prescribed standard. 8% of kindergartens, 5% of basic schools, and 7% of secondary schools were evaluated as sub-standard with occurrence of quite serious risks.

2. Economic Conditions

As far as the monitoring of economic conditions is concerned CSI included evaluation of the financial conditions of schools in the context of how the material resources available are used.

As regards the **material background** of kindergartens emphasis is placed predominantly on the layout of rooms and location of aids so that psychological and hygienic principles, if they are fully respected, can support a spontaneous and creative approach of children towards educational activities. A very good level of such principles positively influenced teaching in 95% of kindergartens. Equipment and aids of basic schools are more

extensive and management of some schools can modernise them only with difficulty. Wider use of material resources is apparent in secondary schools, mainly within the teaching of vocational subjects.

CSI evaluated the **financial conditions** in schools and school facilities of all types of founders according to indicators decisive for determining the amount of funding to be provided from the state budget in compliance with Section 161 of the Education Act. Monitored indicators were evaluated both at the republic-wide level and at the level of individual regions as well as by types of school. Some selected indicators were evaluated per performance unit. The total costs of education and expenditure of the state budget (namely the direct costs for education) became the basis for evaluation of spending on education.

Moreover, the stated data also include evaluation of economic conditions in **408** schools and school facilities in the calendar years 2005 and 2006 as the **first evaluated period** and in a further **737** schools and school facilities in the calendar years 2006 and 2007 as the **second evaluated period**.

a) The first evaluated period

Total non-investment expenditure in the monitored schools and school facilities, which was CZK 3,774,051,537 in the first evaluated period, increased in comparison with the previous period by 7.1% and state budget expenditure rose by 7.3%. State budget expenditure included not only subsidies to schools and school facilities provided under Sections 160 through 162 of the Education Act but also funds earmarked for development programmes pursuant to Section 163, which accounted for 23.4% in 2005 and 24.6% in 2006.

Table 5: Selected economic indicators in evaluated schools and school facilities in 2006

| | |
|---|----------------------|
| Total non-investment expenditure (NIE) in 2005 | 3 524 540 742,-- CZK |
| - of which from the state budget | 2 832 888 869,-- CZK |
| Total NIE in 2006 | 3 774 051 537,-- CZK |
| - of which from the state budget | 3 038 394 570,-- CZK |
| Subsidies from the state budget – Sec. 160-162 – actual expenditure of 2006 | 2 295 878 684,-- CZK |
| Direct costs of education – Sec. 160, (1) (c) and (d) | 1 435 237 588,-- CZK |
| Normative expenditure of the Czech Rep. (calculated minimum for 2006) | 1 256 968 554,-- CZK |
| Comparison of total NIE in 2006 with total NIE in 2005 | 107,1 % |
| Comparison of total NIE covered from the state budget in 2006 and in 2005 | 107,3 % |
| Proportion of direct education costs in total expenditure of the state budget 2006) | 62,5 % |
| Level of funding (2006) | 114,2 % |

Note: The data 'from the state budget' also include money drawn on EU funds for education

The subsidy for activities, amounting to CZK 1,435,237,588, was provided to schools and school facilities established by municipalities, the association of municipalities and regions.

Table 6: Structure of expenditure from the state budget in 2005 and 2006 and its development

| Monitored projects and programmes | Costs in CZK | | Indicator development |
|---|---------------|---------------|-----------------------|
| | 2005 | 2006 | |
| Subsidy from the state budget (Sec. 160-162) – actual expenditure of the evaluated period | 2 168 195 777 | 2 295 878 684 | 105,9 |
| Hour | 3 843 606 | 1 676 518 | 43,6 |
| Pilot Z | 32 880 | 44 200 | 134,4 |
| Alternative provision of meals | 0 | 728 501 | x |
| State Information Policy in Education | 10 244 447 | 19 507 908 | 190,4 |
| Teachers' assistants | 843 896 | 2 260 753 | 267,9 |
| Projects of the Roma community | 201 789 | 165 006 | 81,8 |
| Programmes of social and crime prevention | 294 600 | 271 497 | 92,2 |
| Other development programmes | 749 231 874 | 717 861 503 | 104,4 |

Note: The data 'Other development programmes' also include money drawn on EU funds for education.

Table 7: The share of direct education costs in the total state budget expenditure and the level of funding by types of school in 2006

| Type of school | Data gathered for evaluated indicators | | | | | | |
|--|--|-------------|------|-------------|-------|-------------|-------|
| | a) | b) | c) | d) | e) | f) | g) |
| Kindergartens | 420 401 443 | 300 482 879 | 71,5 | 300 456 742 | 100,0 | 261 448 043 | 114,9 |
| Kindergartens and basic schools | 167 105 919 | 130 474 553 | 78,1 | 127 770 143 | 97,9 | 110 778 520 | 115,3 |
| Basic schools | 729 269 203 | 552 895 608 | 75,8 | 545 725 009 | 98,7 | 476 836 559 | 114,4 |
| Secondary general schools | 27 427 013 | 20 497 000 | 73,1 | 20 056 000 | 97,8 | 15 488 848 | 132,3 |
| Secondary schools | 239 263 714 | 183 336 462 | 75,8 | 181 373 448 | 98,9 | 163 135 496 | 112,4 |
| Sec. schools and tertiary profess. schools | 26 838 964 | 21 219 964 | 79,1 | 21 219 964 | 100,0 | 20 100 000 | 105,6 |
| Tertiary professional schools | 31 129 000 | 25 653 880 | 82,4 | 25 609 000 | 99,8 | 24 356 415 | 105,1 |
| Basic artistic schools | 165 606 421 | 148 513 020 | 89,7 | 148 278 796 | 99,8 | 144 067 017 | 102,9 |
| Children's homes | 18 736 056 | 13 647 000 | 72,8 | 13 647 000 | 100,0 | 9 617 065 | 141,9 |
| School facilities | 76 036 750 | 55 155 168 | 72,5 | 48 697 472 | 88,3 | 31 140 591 | 156,4 |

Key:

- a) Total non-investment expenditure – actual expenditure of 2006 (CZK)
- b) Total non-investment expenditure covered by the state budget - actual expenditure of 2006 (in CZK)
- c) The proportion of expenditure of the state budget in total expenditure (as%)
- d) Direct costs of education – actual expenditure of 2006 (CZK)
- e) The share of direct NIE (as%)
- f) Normative expenditure of the Czech Republic (calculated minimum; CZK in 2006)
- g) The level of funding (as%)

Expenditure of the state budget does not include only the direct costs for education but also subsidies for the activities of schools and school facilities established by the Ministry of Education, registered by churches and private persons and earmarked funds (programming funding), the share of which accounted for 23.4% in 2005 and for 24% in 2006. Funds from the state budget earmarked for specific activities, projects and other selected activities were for example as follows: Hour project, piloting project entitled *Pilot Z*, projects known as *Teacher's Assistant*, the project Support of the Roma Community, State Information Policy in Education and other development projects which were not monitored separately.

The share of expenditure of the state budget provided for activities of schools under Sections 160 through 162 accounted for 76% of the total expenditure granted from the state budget for education in 2006. The overall level of regional standards was 114.2% of their minimal value stipulated by Decree No. 492/2005 Coll. The level of funding was higher than the Decree guarantees for individual activities in the majority of schools and school facilities.

The level of funding also differed according to the types of school. When taking into account the evaluated sample of schools it may be stated that the total non-investment expenditure per performance unit decreased in all types of school in 2006.

Table 8: Expenditure per performance unit according to types of school

| Type of school | Data gathered for evaluated indicators | | | | | |
|-------------------|--|-----------|-----------|-----------|-----------|-----------|
| | a) | b) | c) | d) | e) | f) |
| Kindergartens | 44 222,18 | 35 851,46 | 36 494,00 | 32 236,39 | 33 421,23 | 32 426,00 |
| Basic schools | 47 052,51 | 38 583,06 | 42 613,29 | 34 417,57 | 37 594,55 | 34 256,15 |
| Secondary schools | 49 194,00 | 39 088,00 | 40 088,00 | 35 758,06 | 38 610,75 | 36 549,00 |

Key:

- a) Total non-investment expenditure – actual expenditure of 2006 (CZK)
- b) Total non-investment expenditure of which expenditure covered by the state budget - actual expenditure of 2005
- c) Total non-investment expenditure of which expenditure covered by the state budget - actual expenditure of 2006
- d) Direct costs of education – actual expenditure of 2005
- e) Direct costs of education – actual expenditure of 2006
- f) Normative expenditure of the Czech Republic (calculated minimum) – 2006

Table 9: Level of funding in 2006 by types of school and school facilities

| Type of school | Level of funding | | | | | | | | |
|--|--------------------|--------|--------------------|--------|--------------------|--------|------------|--------|------------|
| | range 0.91-0.99 | | range 1.00-1.09 | | range 1.10-1.20 | | over 1.20 | | total |
| Kindergartens | 21 | 11,2 % | 86 | 45,7 % | 41 | 21,8 % | 40 | 21,3 % | 188 |
| Kindergartens and basic schools | 9 | 11,3 % | 33 | 41,3 % | 26 | 32,4 % | 12 | 15,0 % | 80 |
| Basic schools | 39 | 14,6 % | 93 | 35,0 % | 78 | 29,3 % | 56 | 21,1 % | 266 |
| Secondary general schools | 3 | 13,0 % | 4 | 17,5 % | 3 | 13,0 % | 13 | 56,5 % | 23 |
| Secondary schools | 1 | 1,9 % | 19 | 34,5 % | 7 | 12,7 % | 28 | 50,9 % | 55 |
| Sec. schools and tertiary profess. schools | 0 | 0,0 % | 2 | 40,0 % | 0 | 0,0 % | 3 | 60,0 % | 5 |
| Basic artistic schools | 8 | 32,0 % | 14 | 56,0 % | 1 | 4,0 % | 2 | 8,0 % | 25 |
| School facilities | 0 | 0,0 % | 0 | 0,0 % | 1 | 12,5 % | 7 | 87,5 % | 8 |
| Total | 81 | | 251 | | 157 | | 161 | | 650 |

The share of direct costs of education increased, when compared to the previous year, in all types of school. The level of funding on the basis of regional standards was in balance. On the basis of performance units indicated in obligatory statistical reports (in particular

numbers of children, pupils and students) and monetary indicators the following expenditure per performance unit were calculated.

The share of earmarked funds increased in the monitored period. The high share of specifically earmarked funds in school facilities in 2006 was caused by the introduction of the development programme known as 'Alternative Provision of Meals'.

b) The second evaluated period

Total non-investment expenditure in monitored schools and school facilities, which amounted to CZK 8,348,958,063 in the second evaluated period, increased by 6.2% when compared to the previous period, and expenditure from the state budget rose by 9.9%. State budget expenditure included both subsidies to schools and school facilities provided under Sections 160 through 162 of the Education Act and funds earmarked for development programmes pursuant to Section 163, which accounted for 1% in 2006 and 3.6% in the following year.

Table 10: Selected economic indicators in evaluated schools and school facilities

| | |
|--|----------------------|
| Total non-investment expenditure (NIE) in 2006 | 7 860 074 943,-- CZK |
| - of which from the state budget | 5 953 684 373,-- CZK |
| Total NIE in 2007 | 8 348 958 063,-- CZK |
| - of which from the state budget | 6 542 800 929,-- CZK |
| Subsidies from the state budget – Sec. 160-162 – actual expenditure of 2007 | 6 342 261 519,-- CZK |
| Direct costs of education – actual expenditure of 2007 | 5 210 878 627,-- CZK |
| Normative expenditure of the Czech Rep. (calculated minimum for 2007) | 4 503 149 953,-- CZK |
| Comparison of total NIE in 2007 with total NIE in 2006 | 106,2 % |
| Comparison of total NIE covered from the state budget in 2007 and in 2006 | 109,9 % |
| Share of subsidies from the state budget – Sec. 160-162 – actual expenditure from the state budget in 2007 | 96,6 % |
| Share of direct education costs in total expenditure of the state budget (2007) | 88,2 % |
| Level of funding (2006) | 115,7 % |

Note: The data 'from the state budget' do not include money drawn on EU funds for education

The total level of regional normative amounts accounted for 115.7% of their mandatory minimal level. In the majority of evaluated schools and school facilities the level of funding corresponded to the principles of regional education system financing.

The share of expenditure from the state budget provided for the activities of schools under Section 160 through 162 accounted for 99% of the state budget expenditure in 2006 and in the following year it was 96.4%. In this evaluated period money from EU funds is not included in the state budget expenditure. The total level of regional normative amounts accounted for 114.2% of their mandatory minimal level.

Table 11: Structure of state budget expenditure in 2006 and 2007 and its development

| Subsidies from the state budget – Sec. 160-162 – actual expenditure in the evaluated period | Expenditure in CZK | | Development indicators |
|---|--------------------|---------------|------------------------|
| | 2006 | 2007 | |
| Direct costs of education - municipality | 2 970 098 397 | 3 144 125 374 | 105,9 |
| Direct costs of education - region | 2 023 521 286 | 2 142 938 762 | 105,9 |
| Subsidies to private schools | 407 337 632 | 422 949 711 | 103,8 |
| Subsidies to schools established by MEYS | 459 427 433 | 548 127 395 | 119,3 |
| Subsidies to church schools | 68 957 573 | 84 120 277 | 122,0 |
| Subsidies from the state budget – Sec. 160-162 | 5 929 342 321 | 6 342 261 519 | 107,0 |
| Total - development programmes | 36 342 052 | 200 539 941 | x |
| Hour | 5 298 629 | 1 352 684 | 25,5 |
| Pilot Z | 178 030 | 25 000 | 14,0 |
| Alternative Provision of Meals | 558 537 | 92 724 | 16,6 |
| State Information Policy in Education | 6 077 850 | 7 419 735 | 22,1 |
| <i>Teacher's Assistants</i> | 3 339 086 | 5 826 470 | 174,5 |
| Projects of the Roma community | 956 357 | 328 112 | 34,3 |
| Programmes of social and crime prevention | 453 900 | 394 740 | 87,0 |
| Other programmes | 19 479 663 | 185 100 476 | 950,2 |

Table 12: The share of direct education costs in the total state budget expenditure and the level of funding by types of school in 2007

| Type of school | Data gathered for evaluated indicators | | | | | | |
|--|--|--------------------|------|---------------|------|---------------|-------|
| | a) | b) | c) | d) | e) | f) | g) |
| | NIE | NIE – state budget | % | Direct NIE | % | MIN | |
| Kindergartens | 689 110 983 | 497 658 237 | 72,2 | 489 703 662 | 98,4 | 425 951 253 | 115,0 |
| Kindergartens and basic schools | 667 433 655 | 505 300 849 | 75,7 | 495 485 033 | 98,1 | 455 077 205 | 108,9 |
| Basic schools | 2 995 511 251 | 2 276 200 285 | 76,0 | 2 238 997 337 | 98,4 | 1 963 551 263 | 114,0 |
| Secondary general schools | 517 761 232 | 407 147 660 | 78,6 | 386 273 904 | 94,9 | 327 372 377 | 118,0 |
| Secondary schools | 1 827 524 183 | 1 537 798 671 | 84,1 | 1 309 794 399 | 85,2 | 1 051 695 141 | 124,5 |
| Sec. schools and tertiary profess. schools | 168 662 492 | 127 969 443 | 75,9 | 115 241 670 | 90,1 | 100 391 751 | 114,8 |
| Basic artistic schools | 209 555 196 | 169 547 467 | 78,6 | 169 381 652 | 99,9 | 163 423 278 | 103,6 |
| School facilities | 47 308 870 | 26 670 768 | 56,4 | 20 135 000 | 75,5 | 15 687 103 | 128,4 |

Key:

- a) Total non-investment expenditure – actual expenditure of 2007 (CZK)
b) Total non-investment expenditure covered by the state budget - actual expenditure of 2007 (CZK)
c) The share of expenditure of the state budget in total expenditure (as%)
d) Direct costs of education – actual expenditure of 2007 (CZK)
e) The share of direct NIE (as%)
f) Normative expenditure of the Czech Republic (calculated minimum; CZK in 2007)
g) The level of funding (as%)

The level of funding was higher than the aforementioned Decree guarantees for individual activities in the majority of schools and school facilities.

Table 13: Expenditure per performance unit according to types of school

| Type of school | Data gathered for evaluated indicators | | | | | |
|-------------------|--|-----------|-----------|-----------|-----------|-----------|
| | a) | b) | c) | d) | e) | f) |
| Kindergartens | 45 236,18 | 36 494,00 | 37 474,00 | 34 236,47 | 35 418,27 | 31 126,00 |
| Basic schools | 46 252,58 | 39 615,24 | 39 613,16 | 37 412,57 | 36 596,52 | 32 256,15 |
| Secondary schools | 47 357,26 | 41 354,08 | 41 196,87 | 37 963,19 | 39 512,46 | 35 146,00 |

Key:

- a) Total non-investment expenditure (costs) of a school – actual expenditure as of 31 Dec 2007
- b) Total non-investment expenditure of which expenditure covered by the state budget – actual expenditure as of 31 Dec 2006
- c) Total non-investment expenditure, of which expenditure covered by the state budget – actual expenditure as of 31 Dec 2007
- d) Direct costs of education – actual expenditure as of 31 Dec 2006
- e) Direct costs of education – actual expenditure as of 31 Dec 2007
- f) Normative expenditure of the Czech Republic (calculated minimum) – 2007

Republic-wide economic indicators show that in 2007 the total costs per child¹ in a **kindergarten** were CZK 37,251. In the monitored schools it was CZK 45,236 as the amounts ranged from CZK 29,529 up to CZK 60,243. As regards the total costs of schools for their activities then direct costs of education² financed from the state budget represent the highest amount. The proportion of the state budget funds in total expenditure of the monitored kindergartens was 82.64% on average. As data collected in these kindergartens demonstrate the level of regional normative amounts reaches, on average, 113.8% of the minimal level of funding³. The value of this indicator was higher than 120% in 28.7% of schools, in 28.7% of schools it ranged from 110% to 120%, in 36.2% of schools it was between 100-110% and in 6.4% of schools it ranged from 9% to 99% of the minimal level of funding. The indicator value was lowest in the Pardubice Region and the South Bohemian Region while the highest values were reported from the Moravian-Silesian Region and from the Central Bohemian Region.

In 2007 the total costs per pupil of a **basic school** amounted to CZK 41,274. In the monitored schools this amount totalled CZK 46,252 with values ranging from CZK 32,695 up to CZK 74,351. The proportion of state budget funds in total expenditure of the monitored basic schools was, on average, 80.5%.

The level of regional normative amounts reached 113.5% of the minimal level of funding in the monitored basic schools on average. The value of this indicator exceeded 120% in 35% of schools, in 26.3% of schools it was between 110-120%, in 29.7% of schools it oscillated between 100% and 110% and in 9% of schools it ranged between 91% and 99% of the minimal level of funding. The latter were mainly one or two-class schools subsidised by municipalities. The lowest levels of this indicator were reported from Prague and the Central

¹ Total costs include direct expenses for education and expenses for operations of schools and school facilities, in particular energy, repairs, services and depreciation of long-term assets.

² Direct expenses for education include especially personal expenditure, further expenditure arising from employment law, expenses for the necessary increase in costs related to the teaching of disabled children, expenses on teaching aids, school equipment and textbooks if the latter are provided free in accordance with the Education Act, and also expenses for the education of pedagogical staff.

³ The level of funding of individual schools from the state budget was evaluated on the basis of comparison funds provided to schools, calculated regional normative amounts and a financial minimum determined under Decree No. 492/2005 Coll. issued by the Ministry of Education, Youth and Sports.

Bohemian Region while the highest values were registered in the Karlovy Vary Region, the Olomouc Region, and the Moravian-Silesian Region.

The total costs per student of a **secondary school** were CZK 46,493 in 2007. In the monitored schools this amount reached CZK 47,357, with values ranging from CZK 35,458 up to CZK 79,317. The proportion of the state budget funds in total expenditure of the monitored secondary schools was on average 87.01%. Such a high share of the state budget funds is affected by the involvement of schools in development programmes. The level of regional normative amounts reached on average 119.2% of the minimal level of funding in the monitored basic schools. The values of this indicator were influenced by the number of monitored schools with a higher share of private and church schools. The level of funding was lower than 100% in 1.8% of schools, in 34.5% of schools the value ranged from 100% to 109%, in 7.3% of schools it was up to 120%, and in 56.4% of schools it was even higher.

Table 14: Level of funding in 2007 by types of school and school facilities

| Type of school | Level of funding | | | | | | | | |
|--|--------------------|--------|--------------------|--------|--------------------|--------|-----------|--------|------------|
| | range 0.91-0.99 | | range 1.00-1.09 | | range 1.10-1.20 | | over 1.20 | | Total |
| Kindergartens | 12 | 6,4 % | 68 | 36,2 % | 54 | 28,7 % | 54 | 28,7 % | 188 |
| Kindergartens and basic schools | 3 | 3,7 % | 23 | 28,7 % | 29 | 36,3 % | 25 | 31,3 % | 80 |
| Basic schools | 24 | 9,0 % | 79 | 29,7 % | 70 | 26,3 % | 93 | 35,0 % | 266 |
| Secondary general schools | 1 | 4,4 % | 3 | 13,0 % | 1 | 4,3 % | 18 | 78,3 % | 23 |
| Secondary schools | 1 | 1,8 % | 19 | 34,5 % | 4 | 7,3 % | 31 | 56,4 % | 55 |
| Sec. schools and tertiary profess. schools | 0 | 0,0 % | 2 | 40,0 % | 0 | 0,0 % | 3 | 60,0 % | 5 |
| Basic artistic schools | 8 | 32,0 % | 14 | 56,0 % | 2 | 8,0 % | 1 | 4,0 % | 25 |
| School facilities | 0 | 0,0 % | 0 | 0,0 % | 2 | 25,0 % | 6 | 75,0 % | 8 |
| Total | | | | | | | | | 650 |

3. Partnership

In the school year 2007/2008 management of almost all the monitored **kindergartens** (98%) cooperated with parents when making decisions on the focus and organisation of the relevant kindergarten and provided parents with information on the success of their children in educational activities. Schools offer parents information and advisory services concerning issues of education and training of pre-school children. 97% of kindergartens along with their founders were actively dealing with, in particular, economic issues, operations and the creation of conditions for a safe and healthy environment for teaching. 96% of kindergartens worked with other entities, primarily with professional staff of counselling services and special educational centres. Kindergartens implemented projects aimed at improving the educational environment mainly in cooperation with non-profit-making organisations and also used donations from private companies.

When developing school education programmes and introducing innovation into the content of education, 86% of kindergartens act on the instigation of their partners. As far as

planning and adopting measures aimed at enhancing education are concerned almost 89% of kindergartens built on lessons learnt from cooperation with parents, founders and other partners. In the context of education towards health, cooperation with parents was exemplary in 38% of kindergartens and more than 35% of kindergartens cooperated with founders in this area.

Management of almost all the evaluated **basic schools** cooperated in decision-making with School Boards (96%) in the school year reviewed. The content of natural science subjects was planned together with a School Board in nearly 80% of basic schools and the content of social science subjects was planned in cooperation with a School Board in more than 84% of basic schools. Management of 99% of basic schools worked with parents when deciding on important matters and those schools also provided parents with information on the success achieved by their children in educational activities. In addition to other things, schools cooperated with parents in the area of preventing pathological social phenomena in basic schools. As regards the aforementioned cooperation, parent meetings, individual contacts between teachers and parents and electronic communication were used. More than 99% of basic schools worked closely with school founders, in particular as regards issues of how to make the operations of schools optimal and matters connected with the financial budgets of schools. Almost 98% of basic schools cooperated with other entities, primarily with educational advisors and psychologists, in solving personal and relationship difficulties as well as matters of future job selection. Basic schools implemented different projects along with state institutions, non-governmental organisations and thanks to donations from private companies.

In nearly 42% of basic schools partnership appeared to be maximally beneficial for management decision-making. Impetus given by the above-mentioned partners was used by 85% of basic schools in developing school education programmes and renewing the content of education. In the framework of planning and adopting measures aimed at improving education, 92% of basic schools built on cooperation with parents, school founders and other stakeholders. In more than 43% of basic schools the partnership with parents, founders and other entities is considered to be exemplary. As regards education towards health, cooperation with parents can be considered to have been excellent in almost 32% of basic schools and cooperation with founders just under 41% of basic schools. Collaboration with School Boards in the matters of education towards health was above-average in more than 20% of the monitored basic schools.

Management of almost all the monitored **secondary schools** (99%) cooperated in decision-making processes with parents and all secondary schools, with only one exception, provided parents with information on the success of their children in education. Cooperation with parents and occupational associations also concentrated on preventing occurrences of pathological social phenomena. Impulses given by parents, school founders and other entities were used by the management of 90% of secondary schools when drafting the objectives of schools, developing school education programmes and introducing innovation into the content of education. Contacts with parents were implemented by various means of communication such as parent meetings, individual contacts and via e-mail. More than 97% of secondary schools cooperated with their school boards on the issues of decision-making processes. For example the content of natural science subjects was planned in cooperation with School Boards in 98% of schools and the content of social science subjects in 89% of schools. Cooperation with school founders, which was unclear only in one school, focused mainly on solving financial and operational issues whilst taking into account regional needs and specificities.

II. Meeting Strategic Aspects of Promoting Lifelong Learning in Initial Education

Part A
Equal Opportunities in Education

A. Equal Opportunities in Education

The Czech School Inspectorate evaluated how objectives on equal opportunities in education are applied, whether the climate in schools and school facilities had been improved and assessed the measures adopted to eliminate barriers in education for all children, pupils and students in schools and school facilities.

Inspections focused mainly on the fundamental prerequisites for meeting the principles of equal opportunities in education in the context of education towards health and a healthy life style in school education programmes, on creating a safe environment for education, on developing preventive strategies for schools and school facilities, and inspectors also evaluated the conditions for admitting children, pupils and students to schools.

CSI tried to find out how schools identify the needs of children, pupils and students, how they ensure individual care during instruction in class, whether they monitor the rate of success in their self-evaluation and whether schools are aware of the main causes of respective failures.

CSI verified inspection procedures for assessing the support for individual educational needs, the support of disabled or disadvantaged children, pupils and students and the support of children, pupils and students from socially disadvantaged environments. Systems of school advisory services became part of the evaluation of the educational institution concerned. In the school year 2007/2008 an inspection procedure for evaluation of the support of exceptionally gifted children, pupils and students was proposed and piloted.

A.1 Support for Individual Educational Needs

In the framework of the implementation of institutional evaluation of schools inspection activities also concentrated on how equal opportunities in education for all are ensured and how the development of educational potential in the environment of a safe school is supported. It was found that, in almost all the visited kindergartens and basic schools (97% and 96%) and in 80% of secondary schools, groups of children and pupils with special educational needs (i.e. disabled or otherwise impaired individuals or children coming from socially disadvantaged families) are identified on an ongoing basis and they are given special attention.

Exceptionally gifted children and pupils are being integrated into the education mainstream where corresponding conditions have been created for them in order to enable them not only to manage the basic curriculum but also excel in the fields where they show profound gifts. Foreign nationals are included in education at all levels of the education process. The share of such groups in the total number of children and pupils in kindergartens, basic and secondary schools visited in the school year 2007/2008 is demonstrated by Diagram 2.

CSI found that mainly schools that actively cooperate with school advisory centres are able to set up the forms and content of special education of children and pupils and the scope of supportive measures according to the range of their special educational needs very well. However, apparent uncertainty can be seen in educational diagnostics and in supporting exceptionally gifted children and pupils, where only approximately one third of the evaluated schools reliably identified their needs.

Despite this fact inspections focused on an in-depth analysis of the current situation in basic schools in individual regions (see data in Table 15).

Diagram 2: Size of identified groups of children and pupils expressed as a proportion of their total number in all schools visited in the school year 2007/2008

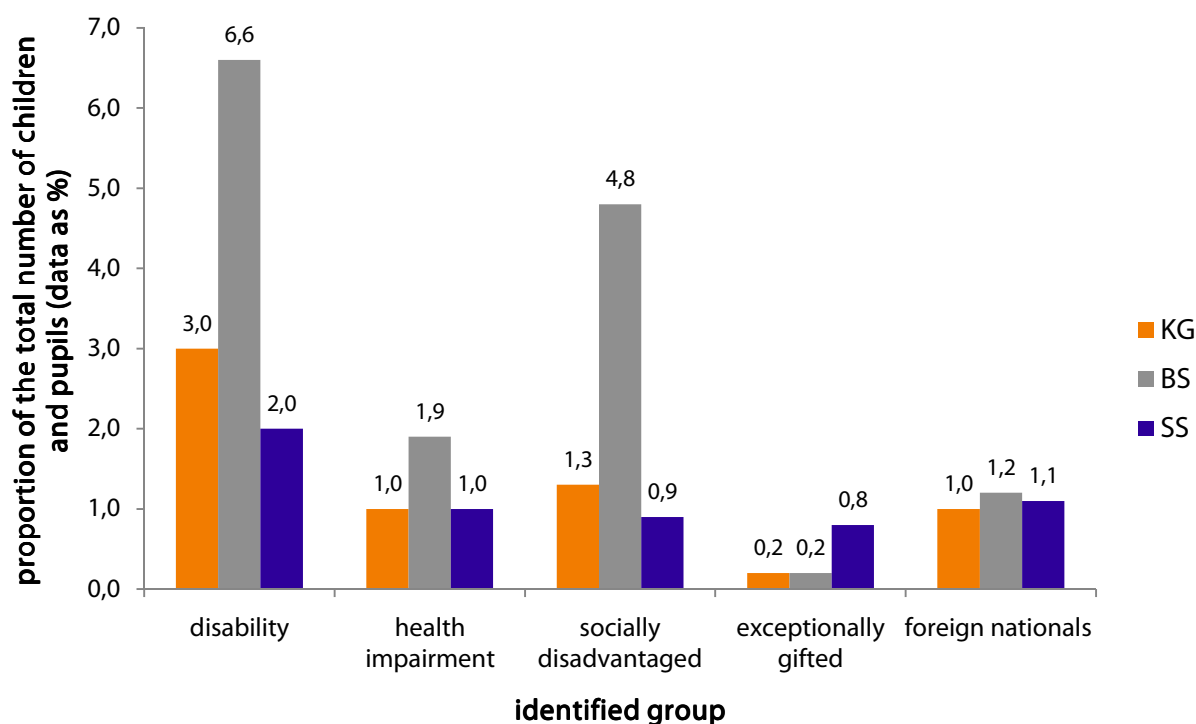


Table 15: Size of identified groups of pupils expressed as a proportion of their total number in the basic schools visited in individual regions in the school year 2007/2008 (as%)

| Region | Disability | Health impairment | Social disadvantage | Behaviour disorders | Repetition of a school grade | Exceptionally gifted | Foreign nationals |
|--------|------------|-------------------|---------------------|---------------------|------------------------------|----------------------|-------------------|
| 1 | 6,84 | 4,68 | 6,10 | 0,82 | 0,47 | 0,15 | 4,86 |
| 2 | 4,61 | 2,47 | 1,81 | 0,58 | 0,85 | 0,04 | 1,23 |
| 3 | 4,57 | 1,40 | 1,98 | 0,82 | 1,01 | 0,21 | 1,45 |
| 4 | 5,54 | 0,51 | 5,51 | 0,86 | 1,42 | 0,03 | 3,15 |
| 5 | 9,31 | 1,75 | 11,60 | 1,74 | 2,00 | 0,04 | 1,63 |
| 6 | 3,11 | 0,17 | 0,21 | 0,08 | 0,58 | 0,05 | 0,71 |
| 7 | 4,60 | 1,77 | 2,99 | 0,69 | 0,89 | 0,00 | 1,46 |
| 8 | 5,34 | 1,81 | 2,42 | 1,19 | 1,01 | 0,13 | 0,88 |
| 9 | 4,08 | 0,02 | 0,68 | 0,50 | 0,74 | 0,09 | 0,68 |
| 10 | 7,32 | 2,70 | 2,18 | 0,09 | 0,59 | 0,18 | 0,40 |
| 11 | 4,37 | 3,70 | 0,87 | 0,84 | 0,45 | 0,05 | 0,94 |
| 12 | 11,12 | 3,96 | 5,55 | 0,97 | 0,99 | 0,02 | 0,50 |
| 13 | 8,04 | 4,28 | 10,34 | 1,13 | 1,09 | 0,14 | 0,69 |
| 14 | 10,34 | 1,17 | 2,57 | 0,35 | 0,54 | 0,03 | 0,69 |

Key:

1 – Prague
 2 – Central Bohemian Region
 3 – Pilsen Region
 4 – Karlovy Vary Region
 5 – Usti Region
 6 – South Bohemian Region
 7 – Liberec Region

8 – Hradec Kralove Region
 9 – Pardubice Region
 10 – Vysocina Region
 11 – South Moravian Region
 12 – Olomouc Region
 13 – Moravian-Silesian Region
 14 – Zlin Region

A.1.1 Support of Children and Pupils with Disabilities or Other Health Impairments

CSI found that in the schools visited efforts to improve the quality of education of disabled or otherwise impaired children and pupils result from the recommendations of advisory centres and from the long-term experience of school psychologists and teachers specifically trained in this area of education. Schools provide such children and pupils with individualised care. In conformity with the recommendations of advisory centres schools develop individual education plans for the majority of the above described children and pupils which are discussed with parents or statutory representatives. The effectiveness and efficiency of supporting individual children and pupils are evaluated and the collected findings become a basis for determining any further procedure. The scope of such activities in the visited schools is documented by the figures contained in Table 16.

Table 16: Forms and scope of support of children and pupils with special educational needs in the school year 2007/2008

| Monitored indicator | Kinder gartens | Basic schools | Sec. schools |
|---|----------------|---------------|--------------|
| Individualised care is ensured | 71,9 % | 97,8 % | 85,4 % |
| Recommendations of advisory centres are met | 86,0 % | 89,2 % | 89,7 % |
| Developed individual education plans are met | 70,1 % | 87,3 % | 64,4 % |
| Results of support are evaluated | 85,6 % | 91,4 % | 89,8 % |
| Further procedures are set up after evaluating results of support | 78,5 % | 90,4 % | 87,7 % |

A.1.2 Support of Socially Disadvantaged Children and Pupils

Identification of socially disadvantaged children and pupils is quite difficult for schools. The majority of head teachers are not satisfied with current legislation pertaining to this area. Head teachers consider, for example, that registration of such individuals is a problem since under the provisions of Section 28 (2) (f) of the Education Act they are permitted to record data on social disadvantages in the school vital records (School Registers) only if such data are provided by adult students or the statutory representatives of minors. Thus in practice they use different indicators for the identification of such children and pupils, such as waiving/reducing the fees in kindergartens, social scholarship at secondary schools, textbooks provided free of charge and so forth. There are even fewer such supplementary identifiers available to basic schools, for example qualified estimation of the number of pupils from socially disadvantaged families can be used only in relation to Roma ethnicity. Due to these facts the data on the group of socially disadvantaged children and pupils provided to schools are indicative rather than accurate.

Despite the described difficulties, it is especially schools with high numbers of socially disadvantaged pupils (or with a longer tradition of educating them) that deal with this issue systematically. Such schools have developed strategies for supporting success in the education of socially disadvantaged pupils and as a follow up they have incorporated such strategies in their self-evaluation and internal audit systems. Teachers received training aimed at this specific area. Schools are involved in relevant development projects organised by MEYS or other programmes making it possible to cover the increased financial requirements for the education of such pupils.

Some basic schools, in particular in localities where higher numbers of socially disadvantaged children and pupils can be assumed, are establishing preparatory classes. The composition of such classes usually corresponds to demographic features of the localities in question.

Teachers in preparatory classes had good guidance for their instruction and received specific guidelines in the form of handbooks or on CDs. The curricula of preparatory classes were incorporated in education programmes, which included specified fields of education and corresponded to the abilities of the children. A number of schools used an option resulting from their involvement in projects and appointed an assistant to the teacher in their preparatory classes. The activities of assistants were carried out in compliance with the relevant legal regulations. The majority of pupils who had completed preparatory classes started to attend 'common' basic schools; however, some of them did not commence compulsory school attendance for unknown reasons even though they were registered in the relevant basic school.

The majority of schools with low numbers of socially disabled pupils or with unclear identification of this group support them more or less intuitively. This means that such schools have not incorporated the issue of the education of the socially disadvantaged pupils in their school education programmes (or have included such topics only formally), they have not specified any strategy, the division of competences and responsibilities is missing, and schools are not involved in specially focused projects. Teachers in these schools, as a rule, had not participated in training courses which targeted the area concerned.

The course and results of the education of socially disadvantaged pupils in individual basic and secondary schools differ substantially. The results relate not only to the aforementioned deficiencies but also to the degree of social disadvantage. A comparison of educational results (average absence, the overall mark, repetition of school grades) of socially disadvantaged pupils with other pupils is detrimental for socially disadvantaged pupils. An exception is represented by the preparatory classes of basic schools, which prepare children for their compulsory schooling well. In some preparatory classes socially disadvantaged children whose compulsory school attendance was postponed (Section 37 (4) of the Education Act) represented a majority.

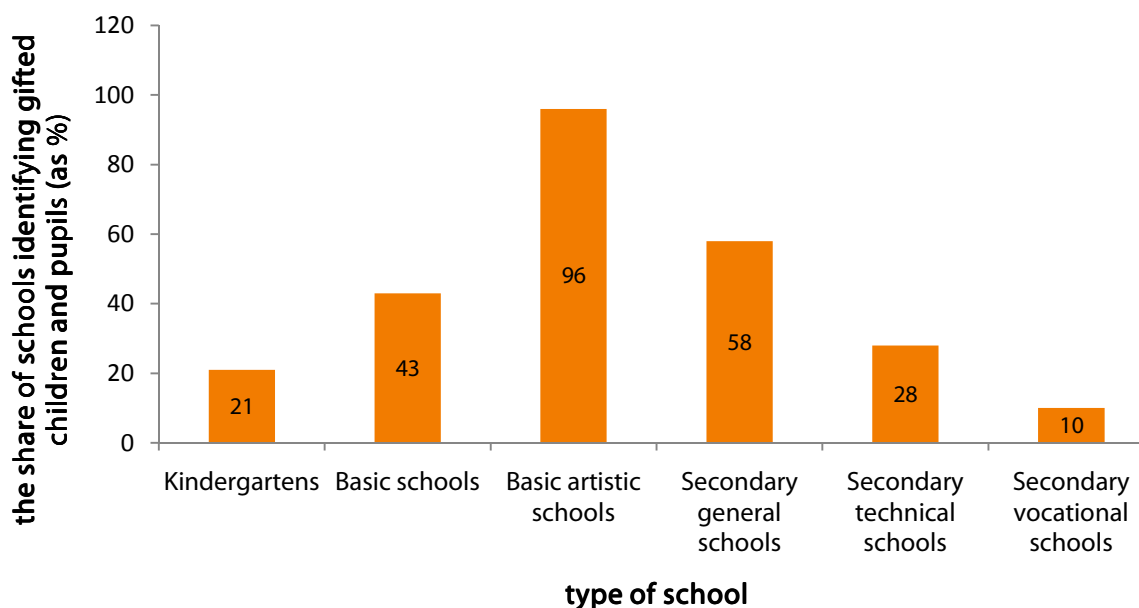
A.1.3 Support of Exceptionally Gifted Children and Pupils

These are primarily artistic schools which make the strongest effort to identify gifted pupils, since such schools are, by their focus, predetermined for talented pupils with specific creative skills. Artistic schools are followed by secondary general schools (gymnasium). Although pupils come to secondary general schools after the previous selection according to their intellectual skills only 58% of such secondary schools endeavoured to identify gifted pupils (for more details see Diagram 3).

In their school education programmes 80% of the visited kindergartens incorporated the strategy for the development and education of each individual to the extent of their capacities. Targeted individualised care for gifted children is, however, implemented in less than one third of schools. Individual development of a child was not unambiguously defined in one tenth of kindergartens and the remaining kindergartens did not have this option identified in their school education programmes at all.

Of the total number of basic schools visited 70% of schools specified instruction for exceptionally gifted pupils in their school education programmes, but 13% of schools did not highlight this option at all. The approach towards gifted pupils was not well clarified in the remaining 17% of schools. As regards the six- or eight-year secondary general schools (gymnasium) visited 4% of them did not define instruction for gifted students at all. Other schools support a differentiated approach towards exceptionally gifted students.

Diagram3: Identification of gifted pupils in schools



The analysis of the inspection findings demonstrated that the work with gifted pupils in Czech schools is not systematic. Although teachers are aware of different groups of pupils who should be paid extraordinary attention, this activity has not become a normal part of their work. They have so far been looking for specific programmes and suitable tools corresponding to the educational needs of these groups.

The level of individual plans as well as cooperation with advisory centres have been improved in a number of schools. Plans are evaluated, on an ongoing basis, and further procedures and processes are coordinated in cooperation with parents. Nevertheless, the support of gifted pupils is not systematic and it most frequently targets only the engagement of such pupils in school and extra-curricular activities, such as competitions and so called 'Olympics'. The results of inspections indicated that there was more a preparedness and determination of schools to work with gifted pupils than the positive reality of a creative and motivating environment.

When answering the question **whether schools can work with gifted pupils** it is necessary to seriously state that the following are apparent: helplessness, sometimes even lack of interest and unwillingness (an absence of motivation) prevail in schools; a contrast between desired conditions and reality (for example the conditions for the joint education of pupils of all levels of knowledge in the same class and so forth); a general misunderstanding of development needs, in particular the needs of exceptionally gifted pupils. According to CSI findings attention devoted to gifted pupils is usually limited to interest in a group of exceptionally above-average pupils achieving above-standard results for whose motivation to attain better results the current education system is sufficient.

A.2 Improving the Climate in Schools and School Facilities

A.2.1 Education towards Health and a Healthy Life Style

With a view to supporting education towards Health, CSI observed a total of 187 **kindergartens** in 2007/8. Almost one third of these had very well formulated strategic objectives of education towards Health and the area concerned was incorporated in school education programmes. These schools were also better than others at preparing projects and

applications for grants aimed at a healthy life style while using the professional assistance of advisory centres. When implementing open programmes and activities supporting a healthy life style nearly one fifth of kindergartens were excellent in carrying out informative activities. In 2007/2008 about 59% of kindergarten teachers completed training courses targeted at the health of children.

The furnishing of kindergartens and related facilities to ensure a sustainable healthy regime was exceptionally good in one third of schools. Specific lay out of school gardens was used for suitable motor activities with an emphasis placed on the safety and protection of children's health. Inspections identified the positive influence that the prevention of injuries had on the reduction in frequency of occurrences of serious bodily harm. Good cooperation with parents substantially contributes to the support of psychological fitness and welfare as well as the resistance of children.

In the school year 2007/2008 CSI carried out observations concerning the promotion of education towards health in 116 **basic schools**. Almost 48% of basic schools managed well to incorporate conditions for healthy instruction as well as the educational areas affected by the topic in question in their school education programmes. These schools, when compared with others, developed better projects and grants aimed at preventing risky behaviour and nearly half of them used professional assistance. Management of these schools supports the further education of pedagogical staff by means of training towards health and enabled 37% of teachers to complete training courses in 2007/2008, held in the framework of further education, which targeted the topic of children's health. Almost half of schools cooperated with parents and effectively supported social education and education towards personality development. Schools also focused on a *Healthy Diet* for pupils, health and safety mainly during motor activities in schools.

A.2.2 Safe Environment for Education

Organisation of **pre-school education** and daily routine in 98% of kindergartens purposively support the sustainable healthy psychological and physical development of children. These schools also apply effective prevention strategies against the occurrence of pathological social phenomena. In order to ensure school safety and health management 95% of schools regularly evaluate risks concerning Health and safety and adopt measures to minimise them. The effectiveness of such measures could be seen, for example, in 89% of schools, which have reduced the rate of children's injuries within the last three years. On the other hand, the CSI found that, when taking into account previously published facts, head teachers and other teachers in the monitored kindergartens pay less attention to possible risks in the social area (which are assessed only in 84% of schools) and to risks of bullying (assessed only in 70% of schools).

In almost all the **basic schools** (99.6%) visited the sustainable healthy psychological and physical development of pupils is effectively supported within the content of education, in its organisation as well as in the daily routine of schools. Preventive strategies in 98% of schools are developed so that their consistent application can prevent any occurrence of pathological social phenomena including bullying. In order to ensure the health and safety of pupils, management of 96% of the schools regularly evaluates the risks concerning health and safety and adopts measures to reduce them. However, one of the indicators monitored by the inspections – reduction in the rate of injuries of pupils – has been visible in the last three years in only 63% of schools.

CSI also found that, unlike in kindergartens, teachers in the monitored basic schools pay substantially more attention to the recognition of possible risks affecting the social area (evaluated in 94% of schools) and risks of the occurrence of bullying (97% of schools).

In almost all the secondary schools visited (99.1%), the sustainable healthy psychological and physical development of pupils and a healthy life style are strongly supported within the content of education, organisation and the daily routine of schools. 98% of schools had drawn up preventive strategies in order to avert the occurrence of pathological social phenomena. In secondary schools such strategies focus predominantly on drug issues and the prevention of bullying.

In order to ensure the health and safety of pupils, management of 96% of schools regularly evaluates risks concerning health and safety and adopts measures to reduce them. However, one of the indicators monitored by inspections – reduction in the rate of injuries of pupils – has been visible in the last three years in only 47% of schools

CSI also found that teachers in 89% of the monitored **secondary schools** also regularly deal with risks in the social area and in 93% of schools they evaluate risks of the occurrence of bullying. In particular the issue of bullying is connected with possible criminal liability of juveniles and, of course, adult students in secondary schools.

A.2.3 Internal Environment of Schools and Prevention of the Occurrence of Pathological Social Phenomena

Preventive strategies drawn up so that they make it possible to prevent the occurrence of pathological social phenomena, in particular of bullying, promote a favourable climate in **kindergartens**. However, only 70% of kindergartens regularly evaluate possible risks. This issue clearly shows an apparent lack of professional knowledge and experience on the part of teachers to be able early and reliably to recognise and not to underestimate indications of spontaneous or intentional bullying among pre-school children.

Mutual communication between children and teachers was very good in more than three quarters of kindergartens. Communication with parents was very successful in 60% of kindergartens. More than three fifths of kindergartens expressed the feeling that support from superior authorities is extraordinarily good.

Preventive strategies are well developed in 98% of **basic schools** and therefore they make it possible to prevent the occurrence of pathological social phenomena and bullying. Despite this fact, bullying occurs in some basic schools. It is positive that management of 97% of basic schools evaluates possible risks pertaining to this area and responsibly solves the vast majority of cases of bullying and does not try to hide them. The Czech School Inspectorate received in complaints (usually from parents) 32 requests to deal with unsolved bullying but only four complaints were assessed as justified. As far as the issue of bullying is concerned it is necessary to extend (primarily through the further education of teachers) the professional knowledge needed for early and reliable recognition of indications of open as well as hidden bullying among pupils undergoing compulsory school attendance.

Communication between teachers and pupils functioned very well in 69% of basic schools and almost half of basic schools ensured good communication with parents. More than three fifths of basic schools were satisfied with good support from superior bodies.

When taking a quality and motivating environment for education into account half of the visited **secondary schools** excelled in this area. In 30% of secondary schools students demonstrated exemplary tolerance and willingness to help each other. Nearly three fifths of schools displayed a good climate for students and respect for students' needs.

97% of secondary schools have drawn up their own preventive strategies, so these should make it possible to prevent pathological social phenomena and bullying. Despite all these efforts targeted bullying occurs in some secondary schools. It is positive that management of 97% of secondary schools evaluates the possible risks pertaining to this area and responsibly solves the vast majority of cases of bullying and does not try to hide them.

The Czech School Inspectorate received in complaints (usually from parents) four requests to address unsolved bullying; however, all of them were assessed as ungrounded.

45% of schools had very good communication with parents and 56% of secondary schools evaluated the support of superior bodies as above-average.

A.2.4 Injuries of Children and Young People

In its Annual Report the Czech School Inspectorate publishes, for the third time, the summarised data on the rate of injuries among children and young people in schools and school facilities. The submitted analysis includes only recorded injuries. Injuries are recorded if a child, pupil or student is absent from school due to such an injury, if it was a fatal injury or a record was prepared at the request of the person injured or his/her statutory representative.

In the school year 2007/2008 Regional School Inspectorates received in total 33,488 records on injuries. If this figure is compared to the previous year the absolute number of injuries increased by 2,339, which is a rise of 7.5%. If the total number of children, pupils and students is considered in all types of schools the calculated index of the monitored rate of injuries (i.e. the number of injuries per 100 individuals) reached a value of 1.93. When compared with the previous school year the index rose by 0.16. Delivered records show that basic schools saw the highest ever number of injuries – 22,759 (i.e. 67.97%). The lowest number of injuries was seen in tertiary professional schools – 279 (0.83%). 679 children were injured in kindergartens (2.03%) and 9,771 (29.17%) injuries were reported from secondary schools. However, the more objective indicator is the index of the rate of injuries – its values and values of previous years are summarised in Table 17.

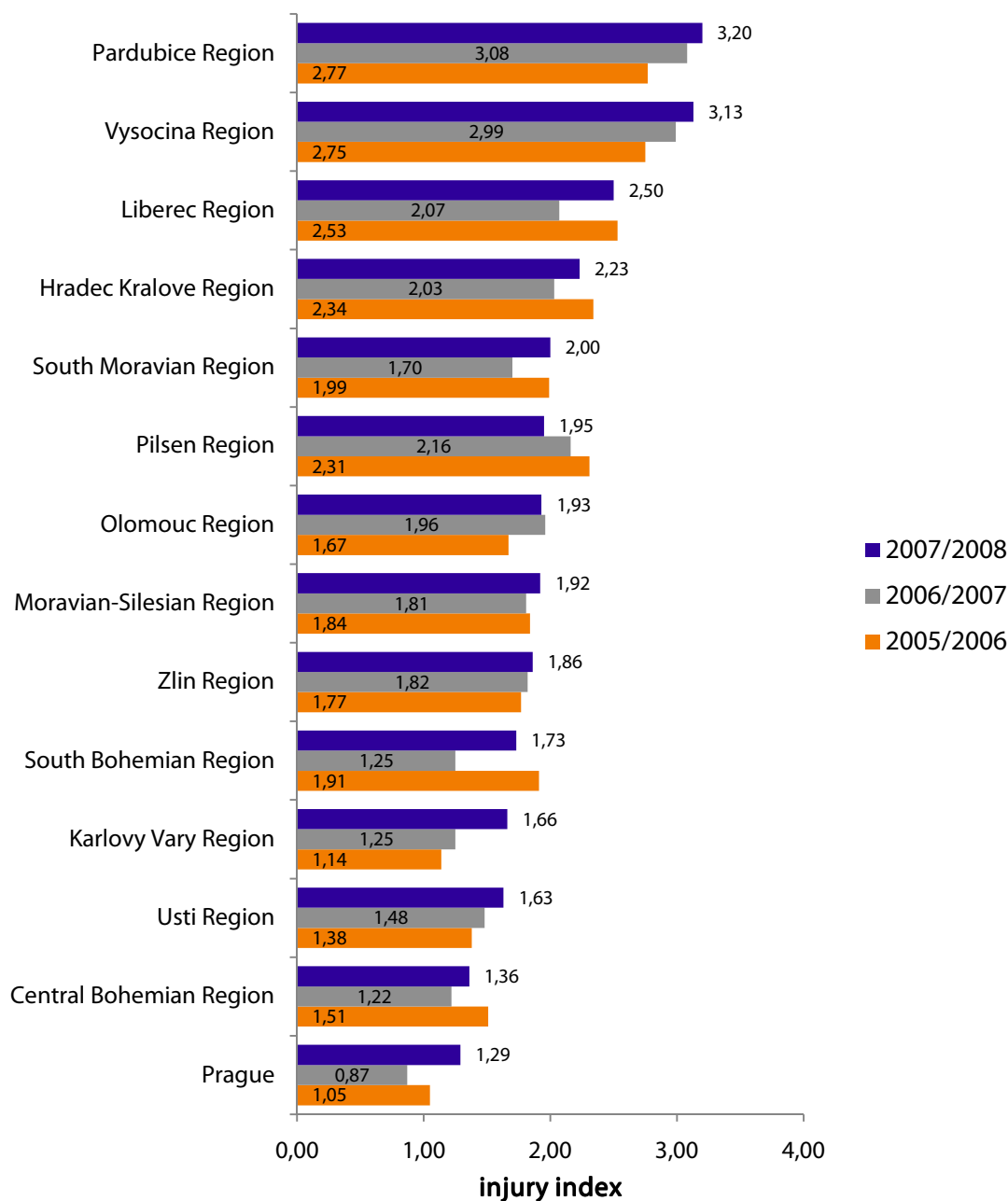
Table 17: Trends in the development of the rate of injuries in schools between 2005/2006 and 2007/2008

| Type of school | Injury Index | | | Difference between 2006/2007 and 2007/2008 |
|-------------------------------|--------------|-----------|-----------|--|
| | 2005/2006 | 2006/2007 | 2007/2008 | |
| Kindergartens | 0,21 | 0,22 | 0,23 | + 0,01 |
| Basic schools | 2,47 | 2,47 | 2,65 | + 0,18 |
| Secondary schools | 1,69 | 1,50 | 1,65 | + 0,15 |
| Tertiary professional schools | 0,19 | 0,68 | 0,97 | + 0,29 |

The data in the table show that all schools, with the exception of secondary schools, have displayed higher tendencies to injuries in the last three years. When compared to 2006/2007 the injury index increased most of all in tertiary professional schools. However, taking into consideration the relatively low number of students in tertiary professional schools the increase in the number of injuries in basic schools is more alarming.

The highest number of injuries was, as in previous years, reported from the Pardubice Region and the Vysocina Region (see Diagram 4). On the other hand, Prague was the safest region in terms of the frequency of school accidents. Only in two regions – the Pilsen Region and Olomouc Region – did the number of injuries drop. Over against this, other regions saw an increase in the number of accidents leading to injuries. It was the South Bohemian Region which saw the highest increase in injuries – the rate of injuries rose in comparison with 2006/2007 by 0.48.

Diagram 4: Trends in the development of school injuries in individual regions (according to the annual index)



Most injuries happened during the day between 10 and 12 o'clock a.m. Actually, 47.7% of all recorded injuries can be attributed to this time range. The most critical day of the week was, as in the previous year, Tuesday, when 20.8% of all accidents happened. The share of injuries in individual working days, apart from Friday, is, when compared to previous years, more in balance. November appeared to be the most risky month, with 12.73% of all injuries. However, in the previous school year March was the most dangerous, when 13.08% of all injuries were recorded. In addition to holiday months the safest month was, as in school years 2005/2006 and 2006/2007, June. The rate of injuries increased in the monitored year in January and mainly in February as a consequence of injuries that occurred during ski training courses.

Most injuries (49.65%) occurred in the lessons of physical training despite the year-on-year decrease of 2%. During breaks, pupils suffered 22.5% injuries. Upper and lower

externalities were the most often injured parts of the body – 80% of all injuries. Arms were injured in 50.51% of all cases and the share of injured legs was 28.68% in the total number of all injuries. The stated data are fully comparable with the data gathered in the previous school year.

The most typical reason for an injury was bad luck – 16,578 cases (49.5%). 10,644 injuries (31.78%) were consequences of a lack of discipline on the part of pupils. Assessment of the cases of injuries differs in individual regions. For example, in the Moravian-Silesian Region 85.15% of injuries were caused by a lack of discipline while 6.88% of injuries happened due to bad luck. In contrast to this, in the South Moravian Region 2.85% of injuries were caused by a lack of discipline and 91.3% of injuries happened due to bad luck.

Adopted measures and prevention were most frequently aimed at education (79.52%), whereby 14.38% of measures were organisational and technical. No measures were taken in the remaining cases. Due to the increasing number of injuries in schools the measures adopted do not seem to be sufficient.

A.3 Admission to Education

As far as admission to **pre-school education** is concerned the Czech School Inspectorate did not find any serious deficiencies. Provision of information on education and on the manner of admission was almost without any problems; it was timely and publicly accessible in all the visited kindergartens. The number of schools using ICT to provide the general public with information has increased.

Legal provisions on admission to education were thoroughly respected by 97% of schools. The highest permitted numbers of children have been exceeded within the last three years on average in only 5% of schools; however, in the majority of cases such exceptions were officially permitted. The total numbers also included children with postponed compulsory schooling (1.3%), who continued pre-school education.

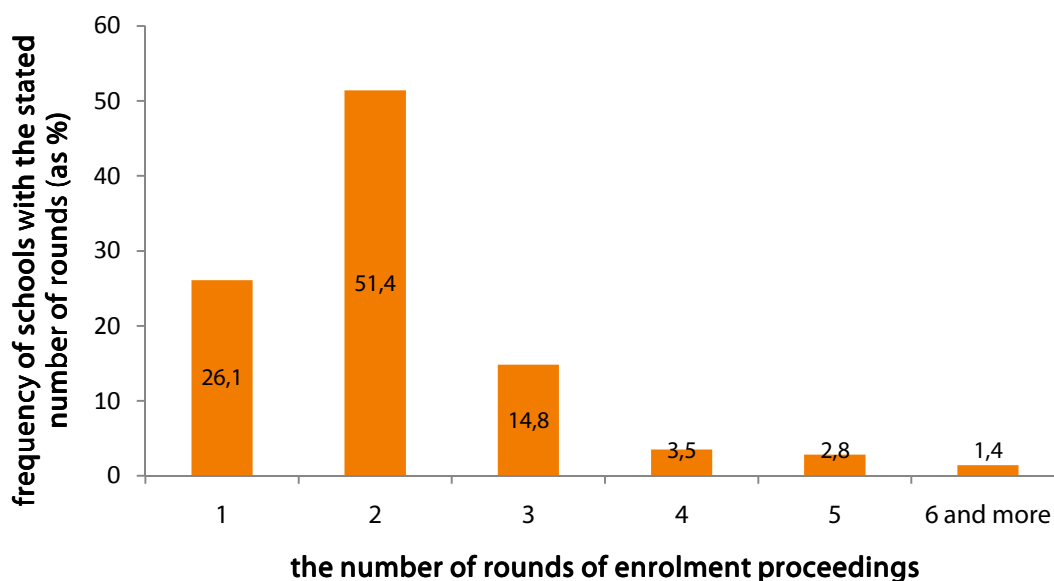
Inspection findings concerning admission to **basic education** are positive in almost all the visited basic schools. Provision of information on the education on offer and the manner of how children are admitted was more or less without any problems; it was timely and information was publicly available. In the last three years the number of schools which started to use ICT more often to provide the public with information has considerably increased.

98% of schools consistently adhered to legal provisions on admission to basic education. The highest permitted numbers of children have been exceeded within the last three years, on average, in only 4% of schools; however, in the majority of cases such exceptions were officially permitted. Assistance to pupils who change an education programme as a consequence of transfer from another school or due to other reasons is systematically dealt with in 97% of schools.

Summary inspection findings concerning admission to **secondary education** in the school year 2007/2008 relate to the spring months of 2007. Information on education and on the manner of enrolment was complete, timely, and publicly accessible and was provided by all schools. The majority of secondary schools use ICT to provide the general public with information.

98% of schools consistently adhered to legal provisions on admission to secondary education. Head teachers of all schools published criteria for the enrolment proceedings. 99% of schools respected the criterion of equal opportunity for education. When assessing applicants within the enrolment proceedings, 96% of schools took into account the level of knowledge of applicants certified by school reports from basic schools. Applicants were not obliged to take an admission examination in one quarter of schools.

Diagram 5: The share of schools organising one or more rounds of enrolment proceedings in the school year 2007/2008



More rounds of enrolment proceedings were held in the monitored schools. However, it is clear that two rounds dominated (see Diagram 5). Uniform criteria for all applicants in individual rounds were applied by 98% of schools. 3.6% of the visited schools exceeded the highest permitted number of students to be enrolled.

CSI found that schools provide assistance to students when they change an education programme. Education programme areas changed when students changed schools or the branch of education within the same school or for some other reasons. Such assistance is provided systematically in 72% of schools prior to any change occurring and in 88% of schools when such a change occurs.

Part B

Curricular Reform – a Tool to Modernise Education with an Emphasis Put on the Development of Key Competences

B. Curricular Reform – a Tool to Modernise Education with an Emphasis Put on the Development of Key Competences

B.1 Pre-school Education

B.1.1 Transition to School Education Programmes

On 1st September 2007 kindergartens definitively commenced pre-school education in accordance with their own **school education programmes** (SEPs). Thus they met the obligation laid down by law to proceed, as of the above-stated date, according to the Framework Education Programme for Pre-school Education (FEP PE). 95% of evaluated school education programmes conformed to all the requirements of the relevant provisions of the Education Act. The overall concept, content and form of SEPs demonstrated that the principles for their development set out by the FEP PE were fully accepted by almost 60% of schools and some partial insufficiencies were reported from one quarter of schools. In the remaining 15% of schools CSI could not reliably assess whether the prescribed principles were respected as individual sections of SEPs were too general and therefore such programmes were evaluated as sub-standard.

The analysis of values and inter-links of quantitative and qualitative indicators assessing the level of the SEPs drawn up and implemented in the visited kindergartens made it possible to clearly identify their main strengths and weaknesses (see a summarised overview in Table 18).

Summary results of detailed inspection observations and evaluations of how school education programmes comply with FEP PE were processed by using a comparative analysis of both documents and provide us with the following information: 27.1% of assessed SEPs fully complied with FEP PE, 68.5% of SEP complied partially and the remaining 4.4% of SEPs did not meet the majority of the specified requirements.

Table 18: Strengths and weaknesses of SEPs in kindergartens

| Strengths | | | Weaknesses | | |
|---|---------------|---------------|--|---------------------------------------|---------------------------------------|
| Monitored indicator | Frequency | | Monitored indicator | Frequency | |
| | Large KGs | Small KGs | | Large KGs | Small KGs |
| SEP makes it possible to use different forms and methods to adapt education in kindergartens to specific regional and local conditions, possibilities and needs | 96,9 % | 83,0 % | In kindergartens divided into classes the descriptions of such classes is missing | 59,4 % | <i>45,1 %</i> |
| SEP clearly specifies the educational goals and objectives of the school | 93,8 % | 86,8 % | It is not obvious how the content of the SEP that has been drawn up is used in the classes. | 54,5 % | 48,9 % |
| SEP makes it possible to develop and educate each child to the extent of his/her individual capabilities and needs | 90,6 % | 83,0 % | Areas of evaluation are not clearly set. The same applies to evaluation criteria. | 46,9 % | 60,4 % |
| The area dealing with the way of living and diet is well developed in the section "Education Conditions" | 90,6 % | 86,8 % | Evaluation does not clearly specify the accountability of individual stakeholders. | <i>28,1 %</i> | 58,5 % |
| The area of factual conditions is well developed in the section "Education Conditions" | 87,5 % | <i>81,1 %</i> | Activities in integrated blocks are defined only marginally and description of their main purpose is missing | 34,4 % and 31,2 % | 52,8 % and 50,9 % |
| SEP provides space for the development and utilisation of partner cooperation with parents | 87,5 % | 82,7 % | It is not clear whether the description of the evaluation forms a comprehensive system | 31,2 % | 50,9 % |
| | | | Description of management and assignment of duties is mostly general | 31,2 % | 49,1 % |
| | | | In the evaluation system the time schedule is missing and evaluation techniques are not specified | <i>28,1 %</i> and <i>21,9 %</i> | 64,2 % and 52,8 % |

Note:

Figures in Tables 18 and 20 written in italics in the relevant column do not belong (size of school) in the ascending or descending hierarchy of indicator values identifying strengths or weaknesses of SEPs and are included only to complete the data.

B.1.2 Achieving the Level of Key Competences through the Content of Education

In the school year 2007/2008 CSI carried out more detailed observations in kindergartens in the area called “A Child and Child’s Psychology”. SEPs in all the visited kindergartens encompassed conceptual objections concerning the healthy psychological development of children. 31% of schools developed such objectives very well and in a number of cases the included objectives were supported by projects. How successful the support of the development of child psychology was is shown by the data on monitored indicators contained in Table 19.

Table 19: Evaluation of support of the development of child psychology in kindergartens

| Monitored indicators of the development support | Frequency of rating degrees | | |
|--|-----------------------------|---------|-------|
| | 3 (+) | 2 (+/-) | 1 (-) |
| Positive feelings about myself | 46 % | 52 % | 2 % |
| Communicative skills | 40 % | 55 % | 5 % |
| Interest in learning | 40 % | 53 % | 6 % |
| Moral and aesthetic perception, feeling and experience | 40 % | 57 % | 3 % |
| Oral abilities and receptive language skills | 38 % | 60 % | 3 % |
| Expressing feelings, impressions and experiences | 35 % | 55 % | 10 % |
| Creativity | 34 % | 56 % | 10 % |
| Sensual perception | 31 % | 66 % | 3 % |
| Skills preceding reading and writing | 28 % | 67 % | 5 % |
| Attaining elementary knowledge on sign systems, basis of work with information | 24 % | 66 % | 10 % |

In kindergartens CSI monitored effective support for reaching a point which can be the basis for key competences of children as a prerequisite for lifelong learning. It was found that the success rate of children is monitored by 95% of schools and the results of education are analysed and evaluated by management in roughly 90% of schools. However, only less than 80% of schools specified their strategy for maximum support of the development of children's capabilities.

B.2 Basic Education

B.2.1 Transition to School Education Programmes

As far as **basic schools** are concerned these too have been obliged to proceed in accordance with the Framework Education Programme for Basic Education (FEP BE) from the 1st September 2007. This obligation applies to the first grade of basic school (the primary level of basic education), to the sixth-grade of lower secondary level of basic education pursuant to Section 46 (2) and on the seventh grade of lower secondary education of basic school under Section 46 (3) of the Education Act. 99.5% of the basic schools visited by CSI in the school year 2007/2008 conformed to this legal provision. 93.6% of implemented school education programmes satisfied the requirements of the Education Act. The principles for drawing up SEPs defined in FEP BE were fully accepted by 70.3% of schools and a further 21.5% of schools had developed their programmes with only negligible deficiencies. The main problem of the remaining SEPs was inconsistency between their declared overall concept and the content and form of individual chapters of the programmes.

The analysis of values and inter-links of preferably monitored indicators demonstrating compliance to both documents made it possible to identify the main strengths and weaknesses of the developed SEPs (see Table 20).

Table 20: Strengths and weaknesses of SEPs in basic schools

| Strengths | | | Weaknesses | | |
|---|---------------|---------------|--|---------------|---------------|
| Monitored indicator | Frequency | | Monitored indicator | Frequency | |
| | Large BSs | Small BSs | | Large BSs | Small BSs |
| SEP clearly specifies educational goals and objectives of the school | 96,3 % | 94,2 % | Notes on education plans are not drawn up or are not respected | 31,9 % | 35,6 % |
| SEP supports comprehensive approach towards implementing education content, including options for its appropriate mutual links | 94,6 % | 87,6 % | Rules for evaluation of pupils with special education needs are not described in full detail | 28,0 % | 48,5 % |
| SEP makes it possible to use different teaching procedures, methods and forms as well as all supportive measures with the aim of meeting the individual educational needs of pupils | 93,0 % | 90,2 % | Methods for evaluating pupils with special education needs are not incorporated | 27,3 % | 50,0 % |
| SEP provides space for partner cooperation with parents and other entities | 92,2 % | 91,3 % | SEP does not take into account involvement in long-term projects and international cooperation | 25,9 % | 44,4 % |
| SEP specifies the level of key competences which pupils should achieve at the end of basic education | 91,6 % | <i>85,2 %</i> | Criteria for self-evaluation of a school are not clearly specified | 25,4 % | 34,4 % |
| Well developed description of pedagogical staff | <i>89,7 %</i> | 90,8 % | Schedule for self-evaluation is not clearly planned | <i>19,8 %</i> | 34,6 % |

Note:

Figures in Tables 18 and 20 written in italics in the relevant column do not belong (size of school) in the ascending or descending hierarchy of indicator values identifying strengths or weaknesses of SEPs and are included only to complete the data.

Results of detailed inspection findings and evaluations of whether SEPs comply with FEP BE revealed the following: 39.7% of the assessed SEPs were in compliance with FEP BE, 57.0% of SEPs complied partially but the authors of the remaining 3.3% of SEPs had not incorporated the majority of the requirements.

The obligation to work in accordance with the Framework Education Programmes for Basic Education has also been imposed (effective from the 1st September 2007) on **eight-year secondary general schools (gymnazium)**, i.e. on the first grade of these schools,

because students of these schools during the first four years of studies are subject to compulsory school attendance. Legal provisions were satisfied by all eight-year secondary general schools visited by CSI in the school year 2007/2008. As regards implemented school education programmes 94.0% of them conformed to the requirements stipulated by the Education Act. 80.3% of schools fully accepted the principles for the development of SEPs in accordance with FEP BE while a further 6.1% displayed only partial deficiencies. The main problem of the remaining 13.6% of SEPs was that individual sections of the programmes were quite vague and showed only limited respect for the specificities of lower secondary education.

The analysis of values and inter-links of preferably monitored indicators demonstrating compatibility of both documents made it possible to identify the main strengths and weaknesses of the developed SEPs in the eight-year secondary general schools visited (see the data in Table 21).

Table 21: Strengths and weaknesses of SEPs in six-and eight-year secondary general schools (gymnazium)

| Strengths | | Weaknesses | |
|---|----------------------------|---|----------------------|
| Monitored indicator | Frequency | Monitored indicator | Frequency |
| SEP clearly sets the focus of a school, the profile of a school-leaver and education strategies | 97,1 % 96,0 % 92,9 % | In contrast with good teaching methods SEP does not include rules and methods of pupils' evaluation | 56,5 % 52,2 % |
| SEP develops and ensures the teaching of pupils with special educational needs | 94,3 % | Notes on education plans are not drawn up or are not respected | 27,1 % |
| SEP makes it possible to use different teaching methods, procedures and forms as well as all supportive measures with the aim of meeting the individual educational needs of pupils | 94,1 % | Schedule for self-evaluation is not clearly planned | 21,7 % |
| SEP provides space for partner cooperation with parents and other entities | 92,9 % | Criteria for self-evaluation are not clearly specified | 21,4 % |
| SEP clearly defines the method and tools for school self-evaluation and sets rules and methods for the evaluation of pupils | 90,0 % 88,6 % 89,7 % | Time allotment for individual subjects does not comply with the FEP | 21,2 % |

Results of detailed inspection findings and evaluations of whether SEPs of these schools comply with FEP BE showed the following: 77.8% of assessed SEPs fully complied with FEP and 22.2% of SEPS complied partially. CSI did not find a single failure to comply.

B.2.2 Achieving the Level of Key Competences through the Content of Education

Social Literacy

Almost 69% of the 316 monitored basic schools in 2007/2008 incorporated social sciences into the school strategy of education and 89% of BSs included topics of social sciences in their SEP in a functional way. Social science projects were planned by 64% of BSs in 2007/2008. 45% of BSs included social sciences in the school self-evaluation plans and 37% of schools included the subjects in question in their evaluation reports. More than 37% of BSs evaluated the level of social science instruction in other documents. Almost half of basic schools adopted measures aimed at developing social sciences in 2007/2008. More than half of basic schools used self-evaluation for management of quality in the area of the social sciences. 15% of BSs specifically focused on the instruction of social sciences. 84% of BSs introduced innovation into the content of education in the area of social sciences in 2007/2008. Almost one third of basic schools integrated social science subjects and 56% of BSs incorporated social science topics in school subjects that had a different focus.

The composition of the pedagogical staff was excellent in 27% of BSs. In 2007/2008 almost 89% of BSs effectively utilised the professional qualifications of teachers. One fifth of teachers who taught social sciences in basic schools were not properly qualified, while the proportion of totally unqualified teachers was only 15%. 92% of BSs had prepared a plan for the FEPS teaching social sciences. Further education concentrated mainly on innovation in the content of education (91%) and more than three fifths of basic schools aimed their further education at the general development of social science instruction. The conditions concerning equipment, aids and similar requirements were above-average in almost one quarter of basic schools and there were perfect classrooms and other rooms in 28% of BSs. Special classrooms for teaching social sciences were available in more than one fifth of basic schools. Teachers in more than three quarters of basic schools could use meeting rooms. Almost all basic schools (98%) effectively utilised their classrooms and other rooms for the instruction of social sciences. 95% of BSs used information technologies for the teaching of social sciences. The majority of basic schools were effectively equipped with teaching equipment.

A guidance committee for social sciences was well-functioning in 46% of BSs. In more than three fifths of basic schools the Internal Rules of Order contained rules for the evaluation of pupils in social science subjects. 91% of BSs offered their pupils an option to apply the knowledge they obtained in social sciences in practice. The course of teaching was exemplary in 24% of BSs and only 1% of schools displayed unsatisfactory instruction. The climate was excellent in 52% of BSs. The majority of schools used every opportunity to improve their school climate, in particular thanks to joint events organised both for teachers and pupils. The climate in classes and the quality of mutual relationships were very good in 48% of BSs. For more details on the evaluation of individual aspects of the quality of teaching of social science subjects see Table 22.

38% of BSs worked with pupils who had special educational needs (SEN) very well. Individual education plans for teaching social sciences to pupils with SEN were developed in 48% of BSs and 69% of BSs differentiated activities in the social science instruction according to the needs of pupils with SEN. Teachers in four fifths of basic schools provided individual assistance to pupils with SEN. Almost 72% of BSs evaluated the success rate of work with pupils who had SEN in social science subjects.

Table 22: Evaluation of the quality of teaching of social science subjects in basic schools

| Monitored teaching quality indicators | Frequency of rating degrees | | |
|--|-----------------------------|---------|-------|
| | 3 (+) | 2 (+/-) | 1 (-) |
| Climate in classes and quality of mutual relationships | 48 % | 51 % | 1 % |
| Organisation of teaching | 33 % | 65 % | 2 % |
| Motivation and evaluation of pupils | 34 % | 62 % | 4 % |
| Development of pupils' communication skills | 28 % | 68 % | 4 % |
| Material support of teaching | 27 % | 70 % | 3 % |
| Support of pupils' personality development | 43 % | 55 % | 2 % |
| Other school activities in social science education | 23 % | 73 % | 4 % |
| Changes in education leading to the development of key competences | 24 % | 74 % | 2 % |
| Support of the development of selected key competences | 28 % | 71 % | 1 % |

Table 23: Evaluation of work with pupils with SEN within the teaching of social sciences in basic schools

| Monitored teaching quality indicators | Frequency of rating degrees | | |
|---|-----------------------------|---------|-------|
| | 3 (+) | 2 (+/-) | 1 (-) |
| Support of pupils with SEN | 38 % | 59 % | 3 % |
| The work of a school with pupils with SEN | 38 % | 59 % | 4 % |
| Education of pupils with SEN in social science subjects | 23 % | 74 % | 3 % |

Support of gifted pupils in social sciences was ensured, at an excellent level, in one fifth of schools. 39% of BSs differentiated activities according to the needs of gifted pupils and 43% of schools offered gifted pupils the opportunity to select from more activities. Almost three fifths of basic schools organised competitions and Olympics for gifted pupils in the subjects concerned and nearly two thirds of schools offered pupils some other activities relating to social sciences.

Table 24: Evaluation of work with gifted pupils within the teaching of social sciences in basic schools

| Monitored teaching quality indicators | Frequency of rating degrees | | |
|--|-----------------------------|---------|-------|
| | 3 (+) | 2 (+/-) | 1 (-) |
| Support of gifted pupils | 20 % | 74 % | 6 % |
| Education of gifted pupils in social science subjects | 16 % | 76 % | 8 % |
| Further social science related activities offered to gifted pupils | 18 % | 76 % | 6 % |

The majority of basic schools (94%) reflected current educational trends in the teaching of social sciences. Changes in education aimed at developing key skills of pupils were implemented, at an extraordinarily good level, by 24% of BSs and 28% of schools supported the development of key competences within social science education at an above-average level. Most schools developed (within their teaching) the competences of pupils to learn (97%) as well as civil, social and personal skills (95%). 93% of BSs developed communicative competences and 88% of BSs formed civil competences in the framework of regional and European contexts.

Natural Science Literacy

Almost 73% of the 315 basic schools visited in the school year 2007/2008 included natural science education in the overall teaching strategy. When conceiving strategic objectives the schools were building on the Long-term Policy Objectives of Education and the Development of the Educational System in the Czech Republic while placing an emphasis on priorities of the strategy of sustainable development. Almost 90% of BSs included cross-reference natural science topics, in a functional manner, to their SEPs. Strategies of natural science education can be considered to be exceptionally well drafted in 23% of BSs. Schools which included natural science education in the school-wide concept planned to implement more projects affecting this area. In 2007/2008 almost 72% of BSs prepared natural science related projects. More than 27% of BSs focused specifically on the teaching of natural science subjects and 37% of schools offered pupils optional subjects concerning natural sciences. Activities pertaining to the field of natural sciences beyond normal teaching were offered in more than four fifths of BSs. 58% of BSs used their self-evaluation for quality management in the teaching of natural sciences and almost one fifth of BSs used their self-evaluation in an excellent manner. Almost 86% of BSs have renewed the content of education in natural science. More than one third of BSs integrated subjects relating to natural science and 58% of BSs included natural science topics in subjects that have a different focus.

In 2007/2008 almost 24% of BSs reported above-standard material conditions for the teaching of natural sciences and 34% BSs ensured above-average material support to the teaching of natural sciences. Through class observations it was found that more than 90% of teachers used good technical equipment and facilities to apply experimental methods of teaching, particularly when teaching physics and chemistry. However, demonstration of experiments carried out by teachers were slightly more common than experiments performed by pupils themselves. Almost all basic schools (95%) enabled their pupils to use ICT when learning natural sciences.

In 2007/2008 the majority of basic schools (86%) modernised equipment for teaching natural sciences. Specially equipped classrooms were available in 46% of BSs. More than one quarter of BSs could use classrooms and other rooms that were perfectly furnished and more than 83% of BSs were efficiently equipped with resources for teaching natural sciences. Nearly three quarters of BSs had meeting rooms for teachers at their disposal. The teaching documents used were excellently exploited in 23% of BSs and teaching aids and textbooks were very good in more than one quarter of schools.

The composition of the pedagogical staff was excellent in 23% of BSs and the climate in more than half of BSs was exemplary. Almost all BSs (97%) made use of opportunities to improve the school climate and organised social events for pupils and teachers. The quality of mutual relationships was exemplary in 45% of BSs. In the majority of BSs (94%) teachers of natural science subjects work effectively together. In 37% of BSs teachers, when working together, developed the key competences of pupils in a distinctive way and in 86% of schools teachers cooperated with the school board. In 2007/2008 in 23% of the monitored BSs natural science teachers did not satisfy relevant professional qualifications while unqualified teachers accounted only for 14% of the total. The majority of BSs (92%) had prepared a plan of the further education for their teachers. Almost one quarter of BSs provided their teachers with extraordinary conditions for further education. In the majority of BSs the professional development of teachers targeted the preparation of teachers to meet the requirements of innovation in the content of instruction in natural science subjects and in more than three fifths of BSs the further education of teachers was directed towards the development of natural science teaching. The majority of schools used the professional qualifications of teachers effectively when teaching natural sciences.

A guidance body for instruction in natural sciences worked in half of BSs. Rules for the evaluation of pupils in natural sciences were incorporated by 64% of BSs in the internal Rules of Order. Almost all BSs (98%) enabled their pupils to apply knowledge obtained in natural sciences in practice. The course of teaching was outstanding in 24% of BSs and it was unsatisfactory in only 1% of schools. In 45% of schools the class climate was distinctive and the quality of mutual relationships was unsatisfactory in only one school. Details concerning the evaluations of individual aspects of the quality of the teaching of natural sciences are included in Table 25.

Table 25: Evaluation of the quality of teaching of natural science subjects in basic schools

| Monitored teaching quality indicators | Frequency of rating degrees | | |
|--|-----------------------------|---------|-------|
| | 3 (+) | 2 (+/-) | 1 (-) |
| Climate in classes and quality of mutual relationships | 45 % | 52 % | 3 % |
| Organisation of teaching | 31 % | 67 % | 2 % |
| Motivation and evaluation of pupils | 33 % | 63 % | 4 % |
| Development of pupils' communication skills | 24 % | 72 % | 4 % |
| Material support of teaching | 33 % | 63 % | 4 % |
| Support of pupils' personality development | 38 % | 60 % | 2 % |
| Other school activities in natural science education | 26 % | 70 % | 4 % |
| Changes in education leading to the development of key competences | 26 % | 73 % | 1 % |
| Support of the development of selected key competences | 27 % | 72 % | 1 % |

The level of work with pupils who had SEN was excellent in nearly one third of BSs. Individual education plans for teaching natural sciences to pupils with SEN were developed in more than 53% of BSs. More than 70% of BSs differentiated activities in the natural science instruction according to the needs of pupils with SEN and almost 89% of schools provided the pupils in question with individual assistance. Almost 78% of BSs evaluated the success rate of work with pupils who had SEN in natural sciences.

Table 26: Evaluation of quality indicators of work with pupils with SEN within the instruction of natural sciences in basic schools

| Monitored quality indicators of work with pupils with SEN | Frequency of rating degrees | | |
|---|-----------------------------|---------|-------|
| | 3 (+) | 2 (+/-) | 1 (-) |
| Support of pupils with SEN | 31 % | 63 % | 6 % |
| The work of a school with pupils with SEN | 32 % | 63 % | 5 % |
| Education of pupils with SEN in natural science subjects | 20 % | 74 % | 6 % |

More than 62% of BSs differentiated activities according to the needs of gifted pupils and 69% of schools offered gifted pupils the opportunity to select from more activities. Almost three quarters of basic schools organised competitions and Olympics for gifted pupils in the subjects concerned and nearly 76% of schools offered pupils some other activities relating to natural sciences.

Table 27: Evaluation of the quality of work with gifted pupils within the instruction in natural sciences in basic schools

| Monitored quality indicators of school work | Frequency of rating degrees | | |
|---|-----------------------------|---------|-------|
| | 3 (+) | 2 (+/-) | 1 (-) |
| Support of gifted pupils | 16 % | 78 % | 6 % |
| Education of gifted pupils in natural science subjects | 14 % | 77 % | 9 % |
| Further natural science related activities offered to gifted pupils | 17 % | 82 % | 1 % |

The majority of basic schools (94%) reflected current educational trends in the teaching of natural sciences. An overview of the evaluation of individual aspects of teaching with regard to the application of up-to-date forms and methods of teaching is included in Table 28.

Table 28: Evaluation of the application of up-to-date methods and forms of teaching of natural sciences in basic schools

| Monitored indicators of up-to-date methods and forms of teaching | Frequency of rating degrees | | |
|--|-----------------------------|---------|-------|
| | 3 (+) | 2 (+/-) | 1 (-) |
| Differentiated approach towards pupils | 25 % | 69 % | 6 % |
| Work with information; independently obtained information from different sources | 24 % | 67 % | 9 % |
| Knowledge application in practice | 40 % | 58 % | 2 % |
| Forming civil competences (environmental issues) | 35 % | 63 % | 2 % |
| Pupils' activity - discussion | 26 % | 68 % | 6 % |
| Utilising evaluation and self-evaluation of pupils to motivate them | 23 % | 68 % | 9 % |
| The share in making the school friendly towards the environment | 39 % | 60 % | 1 % |

Reading Literacy

Observations relating to reading literacy were carried out by CSI in a selected sample of 155 basic schools in 2007/2008. Nearly 79% of BSs included reading skills in the strategic documents of schools. Almost all BSs (98%) were informed on reading skills and the conditions for their development and incorporated them in their current educational programmes. More than 55% of BSs analysed the situation in the development of pupils' reading skills and 73% of schools adopted measures affecting this area of education.

15% of basic schools excellently utilised the results of their self-evaluation for the development of reading skills and 16% of schools took conceptual steps to include reading skills in their instruction. Almost one quarter of BSs implemented projects pertaining to the area of the development of reading competences and 6% of schools participated in international projects. Only in four schools did CSI find that head teachers did not possess necessary information on reading literacy. In 85% of BSs it was head teachers who carried out activities in support of the development of reading skills and in 93% of BSs it was teachers who were involved in such activities.

Staffing was, in this area, above average in 24% of BSs. Almost 73% of BSs supported the professional development of teachers in the field of reading competences. All schools, with the exception of a single school, had appropriate conditions for the development

of reading skills and 94% of schools used very good facilities outside schools. 83% of BSs had a school library and access to the internet was available in 97% of schools. Other materials (journals and so on) to be used for the development of reading skills were available in 92% of BSs. Almost all BSs renewed resources for the development of reading competences on an ongoing basis.

Table 29: Evaluation of pupils' reading skills in basic schools

| Monitored indicators of reading skills | Frequency of rating degrees | | |
|--|-----------------------------|---------|-------|
| | 3 (+) | 2 (+/-) | 1 (-) |
| General understanding of a text | 41 % | 57 % | 2 % |
| Obtaining information | 51 % | 46 % | 3 % |
| Interpreting texts | 31 % | 60 % | 9 % |
| Assessing the content of a text | 29 % | 63 % | 8 % |
| Assessing the structures and genres of texts | 16 % | 71 % | 14 % |
| Text selection (text type/sources/differences) | 41 % | 54 % | 5 % |
| Utilising resources and technical equipment | 36 % | 52 % | 12 % |
| Development of specific competences - teacher | 39 % | 59 % | 2 % |
| Development of specific competences - pupil | 47 % | 50 % | 3 % |

Mathematical Literacy

Nearly 37% of the 73 monitored basic schools had developed a plan for enhancing the teaching of mathematics. The quality of teaching of the subject in question was exemplary in 21% of schools. SEPs, currently being drafted, supported the establishment of mathematical literacy of pupils in almost all basic schools (97%). 10% of BSs participated in PISA testing (i.e. Programme for International Student Assessment) and more than 49% of BSs took part in tests prepared by CERMAT (Centre for Evaluation of Educational Achievement). Almost 54% of BSs were involved in other types of testing of mathematical skills. More than 93% of BSs monitored the quality of work of teachers of mathematics and over 28% of schools excellently used professional tests as a tool for their self-evaluation. Management of 78% of BSs monitored the mathematical activities of teachers. 30% of BSs had established a system of comparative tests.

Conditions in terms of teachers of mathematics were above average in 44% of BSs and teachers in almost half of schools were professionally well qualified. However, only 31% of BSs ensured further training for mathematics teachers while 14% of BSs displayed excellent conditions for professional development in mathematics. The majority of schools implemented staff development in the area of methodology, 82% of BSs carried out staff development in relation to the introduction of curricular reform and nearly 78% of BSs offered their teachers development sessions focusing on effective teaching procedures. 88% of BSs offered their teachers other training courses falling under further education. Teaching resources are deemed to be outstanding in 22% of the monitored basic schools and material resources for teaching was very good in 27% of schools. Textbooks for teaching and learning mathematics were missing only in one school and teaching aids were not available in three basic schools. 74% of BSs had professional literature for teaching mathematics. The majority of BSs (96%) enabled their pupils to use information technologies when learning mathematics and 92% of BSs were equipped with software for teaching mathematics. Presentation devices were available in 72% of BSs while IC technologies were used at a very good level by 29% of BSs.

Table 30: Evaluation of establishing mathematical skills and the development of key competences of pupils in basic schools

| Monitored indicators | Frequency of rating degrees | | |
|---|-----------------------------|---------|-------|
| | 3 (+) | 2 (+/-) | 1 (-) |
| Establishing mathematical skills | 18 % | 79 % | 3 % |
| Motivation | 22 % | 71 % | 7 % |
| Social competences, class climate | 53 % | 47 % | - |
| Learning competences, active self-learning | 21 % | 76 % | 3 % |
| Communicative competences, mathematical terminology and symbols | 31 % | 65 % | 4 % |
| Competences to solve problems | 20 % | 77 % | 3 % |

More than 32% of BSs prepared and organised teaching and applied modern methods and forms of work at an excellent level. More than 77% of schools prepared individual education plans for pupils with SEN. Teachers in almost four fifths of basic schools worked individually in the mathematics lessons with pupils who had SEN and the care for such pupils was above average in more than one quarter of the schools. 77% of BSs offered supplementary activities relating to mathematics. More than 53% of schools worked with gifted pupils. Almost 73% of BSs, when teaching mathematics, carried out activities aimed at developing the capabilities of gifted pupils. However, 12% of BSs really excelled in work with gifted pupils and 18% of schools were very good at developing the competences of pupils which they need to improve their mathematical literacy (For more details concerning individual aspects of developing pupils' competences see Table 30).

When observing the primary level of basic education in 43 basic schools and the lower secondary level of basic education (know also as lower secondary education) in 28 basic schools, CSI found in all these basic schools that teachers, when teaching mathematics, fully respected school education plans. Almost all teachers teaching at both the levels of basic schools used effective time management (97%) and selected appropriate strategies, methods and forms with regard to specified goals of their lessons, the curriculum content and composition of classes (96%). Mathematics was taught at all basic schools (primary level of BS) in functional, aesthetic and clean classrooms. Almost 77% of BSs (primary level of BS) had workshop corners enabling pupils' independent work and communication in small-sized groups in their classrooms for teaching mathematics. Pupils in nearly 88% of BSs (primary level of BS) effectively worked with aids developed for the demonstration of explained problems. Available teaching devices were used effectively only by 41% of BSs (primary level of BS) and by 52% of BSs (the lower secondary level of BS). Pupils in 23% of BSs (primary level of BS) and in 19% of BSs (the lower secondary level of BS) worked efficiently with information technologies in mathematics lessons. Almost 38% of BSs ensured above-average material support for teaching mathematics (at the primary level of BS); however, only 18% of BSs ensured such support at the lower secondary level of basic education. 55% of BSs excelled in organising their lessons at the primary level and one third of BSs was very good at organising lessons at their lower secondary level. In 11% of mathematics lessons at the lower secondary level of basic school teachers neglected on-going checks of assigned tasks and provision of assistance to weaker pupils.

Almost 89% of BSs at the primary level and nearly 77% of BSs at the lower secondary level created conditions for the education of pupils with SEN. 38% of schools provided excellent support to such pupils (at the primary level of BSs) and only 15% of schools excelled when supporting pupils with SEN at the lower secondary level of basic education. An individual approach towards pupils who have SEN was applied by 80% of BSs at the

primary level. Almost in 56% of BSs (at the primary level of BS), however, only in 35% of BSs (at the lower secondary level of BS) pupils with SEN did solve assigned tasks in a differentiated manner. More than 42% of BSs (at the primary level of BS) and more than 18% of BSs (at the lower secondary level of BS) excelled in motivating pupils. More than one quarter of BSs at the primary level and more than 17% of BSs at the lower secondary level ensured model support to gifted pupils. In three quarters of BSs pupils learnt at the primary level of BS to work through their own mistakes. In 85% of mathematics lessons taught at the primary level and in 63% of lessons taught at the lower secondary level pupils solved interesting tasks from practice and used the experience they had gained in other subjects. 65% of BSs excelled in developing social competences at the primary level of basic school, yet only 30% of basic schools do the same at the lower secondary level of basic education.

In the majority (92%) of mathematics lessons at both levels of basic schools pupils worked with interest, they cooperated mutually, discussed the problems and there was a creative climate in classes, as they listened to each other and accepted the opinions of their classmates. In more than 82% of BSs at the primary level cooperation of pupils prevailed over competitiveness. In almost all mathematics lessons (96%) pupils raised questions and expressed their views. More than 18% of BSs implemented mathematical projects at the primary level of basic education but only 4% of BS implemented such projects at the lower secondary level of basic education. Pupils were oriented towards self-evaluation and peer-assessment in 70% of mathematics lessons at the primary level of BS and in 63% of lessons taught at the lower secondary level of basic school.

CSI found at the primary level of basic school that pupils established ideas about quantity and relations among numbers, they learnt to understand the meaning of texts and symbols and were able to use mathematical terminology appropriately. Half of basic schools excelled at the primary level in developing pupils' learning skills. Development of skills of geometric imagination was missing in 10% of observed mathematics lessons and pupils in 7% of mathematics lessons did not understand geometric relations. More than 52% of basic schools at their primary level, but only 15% of BSs at the lower secondary level of basic education, excelled in developing the communicative competences of pupils. In 87% of mathematics lessons at the primary level of basic schools pupils learnt to discuss the assigned problems, they could select different ways to solve tasks and when debating and solving tasks they were able to correctly recognise and appropriately formulate the problem or the goal of the assigned task. In 80% of mathematics lessons pupils demonstrated their achievement. At the primary level of basic schools pupils in only 49% of mathematics lessons worked with different quantitative information, for example with tables and diagrams. More than 42% of BSs excelled at the primary level in developing skills aimed at solving mathematical problems.

As regards teaching of mathematics at the lower secondary level of basic schools CSI found that in almost 78% of schools teachers used methods of working which helped pupils to find their own solutions. In almost all lessons (96%) pupils were led to perceive wider causalities, to show their knowledge to correctly use terms and symbols. In all the mathematical lessons taught at the lower secondary level of basic schools work with the occurrence of an error was perceived as an opportunity to obtain new knowledge. In almost 93% of BSs pupils were led, at the lower secondary level of BSs, to discuss the given problems and tasks and in more than 81% of lessons pupils were oriented towards recognising and formulating goals. Discussion of the effectiveness of proposed solutions was seen in 52% of mathematics lessons taught at the lower secondary level of basic schools. In more than 59% of schools pupils worked with tables and graphs and they were able to understand them. More than 22% of BSs excelled at their lower secondary level in developing the skills of pupils to solve problems. In 85% of mathematics lessons taught at the lower secondary level

of basic schools pupils were solving tasks appropriate for their age. The assigned tasks developed logical thinking and made it possible to select different procedures for solutions in more than 81% of lessons. In over 48% of basic schools pupils, when learning mathematics at the lower secondary level of basic school, estimated results and verified the correctness of their estimations. In one third of basic schools physical environment at the lower secondary level of basic education ensured that all pupils could participate in experiments. In 63% of lessons pupils verified the results of experiments while taking into account the genuine situations. In two thirds of mathematics lessons pupils independently translated the assigned tasks into formal mathematical language and in 81% of lessons pupils solved tasks independently and verified their results.

B.3 Secondary Education

B.3.1 Innovation of the Education Content and Development of School Education Programmes

In the framework of preparations for the transition to school education programmes three quarters of the monitored secondary schools introduced innovation into their content of education in the school year 2007/2008 in compliance with Section 185 (1) of the Education Act. Respect for strategic priorities was clearly visible in 64% of secondary schools and almost half of secondary schools modified the content of education according to the requirements of the reformed school-leaving examination (maturita) or the final examination (zaverecna zkouska).

The majority of the visited schools included the development of functional literacy in their innovation. 71% of secondary schools included natural sciences in the strategy for education development and a half of SSs planned to use projects to enhance the area concerned. 79% of secondary schools introduced innovation in the content of natural science subjects. The social sciences were included in the strategy of education development by 72% of SSs and 57% of SSs planned projects to improve this area. Three fifths of secondary schools have introduced innovation in the content of social science subjects.

Two thirds of the monitored secondary schools incorporated the development of reading skills in their syllabus. Curricula of the majority of secondary schools (90%) supported the establishment of mathematical literacy. 63% of the monitored secondary schools have drawn up a strategy for enhancing the instruction of mathematics. CSI registered extraordinary compliance with the curricula for creating mathematical competences in 48% of secondary schools. However, only 8% of secondary schools excelled in implementation projects, competitions and other activities aimed at the development of mathematical literacy.

In almost all secondary schools (99%) teachers taught in accordance with the valid syllabus. Vocational subjects were taught under the valid syllabus in 99% of secondary technical schools and secondary vocational schools. Natural sciences and mathematics were taught in compliance with the valid syllabus in 97% of SSs. The Czech language and literature, foreign languages, social sciences and other subjects were taught in accordance with the valid syllabus in 98% of SSs.

97% of SSs fully respected the total hour allocation for all years of studies as well as the hour distribution for individual grades. The prescribed number of hours for individual school subjects within one grade was fully respected by 95% of SSs. In order to meet the objectives of the Long-term Policy Objective of Education and the Development of the Educational System in the Czech Republic, secondary schools implemented projects, which were valuable tools for creating and deepening competences laid down in school education programmes. (For more details see Chapter F.3).

B.3.2 Achieving the Level of Key Competences through the Content of Education

Social Literacy

More than 72% of 108 secondary schools monitored in 2007/2008 included the area of social sciences in a school-wide strategy of education. However, just less than 35% of SSs included social science related topics in a functional manner in their school education programmes. Social science projects were planned by almost three fifths of SSs in 2007/2008. Social sciences were part of school self-evaluation in more than 61% of SSs, more than 47% of schools included this area in their evaluation reports and a further 51% incorporated this area in other documents. Almost a half of SSs adopted measures aimed at developing social sciences in 2007/2008. Nearly two thirds of SSs used their self-evaluation for quality management in the area of social sciences. Almost 23% of SSs focused their education on teaching predominantly social sciences. Almost three fifths of SSs prepared innovation in the content of education within social science subjects in 2007/2008. Nearly two fifths of SSs integrated teaching of social science subjects and 38% SSs included social science topics in subjects that had a different focus.

As far as teachers for teaching social science subjects are concerned the conditions in 37% of SSs were above average. In 2007/2008 over 97% of SSs effectively used the professional qualifications of their pedagogical staff. However, almost one fifth of teachers without relevant professional qualifications taught social sciences in secondary schools while their share was only 17% if all types of schools are taken into account. The majority of SSs (89%) prepared a plan for the professional development of their teachers for the area of social sciences in 2007/2008. Teacher development focused mainly on innovation in terms of the educational content (85%) and almost two thirds of schools concentrated on the general development of the area of social sciences. Material conditions were model in 23% of SSs and classrooms and other rooms were excellent in 24% of SSs. Special classrooms for the teaching of social sciences were available in two fifths of secondary schools and teachers had meetings rooms in more than 70% of schools. Almost all schools (93%) efficiently used their classrooms and other rooms for the teaching of social sciences. Almost 89% of SSs used information technologies for the instruction in social sciences and the majority of SSs (85%) were purposefully equipped with teaching resources.

A guidance committee for social sciences was functioning well in 85% SSs. In two thirds of SSs the School Rules of Order encompassed the rules for evaluation of students in social science subjects. More than 88% of SSs offered their students the opportunity to apply social science knowledge in practice. The course of instruction in social sciences was exemplary in 22% of SSs and it was unsatisfactory in only four percent of schools. The school climate was outstanding in 41% of SSs and 91% of schools used any opportunities for the development of the school climate, in particular thanks to joint events organised both for teachers and students (87%). The climate in classes and the quality of mutual relationships could be considered to be outstanding in 23% of SSs. For more details on the evaluation of individual aspects of the quality of teaching of social sciences see Table 31.

Table 31: Evaluation of the quality of teaching of social science subjects in secondary schools

| Monitored teaching quality indicators | Frequency of rating degrees | | |
|--|-----------------------------|---------|-------|
| | 3 (+) | 2 (+/-) | 1 (-) |
| Climate in classes and quality of mutual relationships | 23 % | 76 % | 1 % |
| Organisation of teaching | 25 % | 71 % | 4 % |
| Motivation and evaluation of students | 27 % | 63 % | 10 % |
| Development of students' communication skills | 25 % | 63 % | 12 % |
| Material support of teaching | 27 % | 67 % | 6 % |
| Support of students' personality development | 33 % | 64 % | 3 % |
| Other school activities in social science education | 30 % | 64 % | 6 % |
| Changes in education leading to the development of key competences | 23 % | 72 % | 5 % |
| Support of the development of selected key competences | 25 % | 72 % | 3 % |

26% of SSs worked with students who had special educational needs (SEN) very well. Individual education plans for teaching social sciences to students with SEN were developed in 22% of SSs and 46% of SSs differentiated activities in the social science instruction according to the needs of students with SEN. Teachers in almost three fifths of secondary schools provided individual assistance to students with SEN. Almost 57% of SSs evaluated the success rate of work with students who had SEN in social science subjects.

Table 32: Evaluation of work with students with SEN within the teaching of social sciences in secondary schools

| Monitored teaching quality indicators | Frequency of rating degrees | | |
|---|-----------------------------|---------|-------|
| | 3 (+) | 2 (+/-) | 1 (-) |
| Support of students with SEN | 29 % | 63 % | 8 % |
| The work of a school with students with SEN | 26 % | 66 % | 8 % |
| Education of students with SEN in social science subjects | 20 % | 71 % | 9 % |

Support of gifted students in social sciences was ensured, at an excellent level, in one third of schools. 37% of SSs differentiated activities according to the needs of gifted students and 47% of schools offered gifted students the chance to select from more activities. Almost three quarters of secondary schools organised competitions and Olympics for gifted students in the subjects concerned and nearly 73% of SSs offered students some other activities relating to social sciences.

Table 33: Evaluation of work with gifted students within the teaching of social sciences in secondary schools

| Monitored teaching quality indicators | Frequency of rating degrees | | |
|--|-----------------------------|---------|-------|
| | 3 (+) | 2 (+/-) | 1 (-) |
| Support of gifted students | 33 % | 63 % | 4 % |
| Education of gifted students in social science subjects | 28 % | 68 % | 4 % |
| Further social science related activities offered to gifted students | 31 % | 62 % | 7 % |

The majority of secondary schools (87%) reflected current educational trends in the teaching of social sciences. Changes in education aimed at developing key skills of students were implemented, at an extraordinarily good level, by 23% of SSs and one quarter of schools supported the development of key competences within social science education at an above-average level. Most schools developed, within teaching, the competences of students to learn (94%) as well as civil, social and personal competences (95%). 90% of SSs developed communicative competences and 88% of SSs formed civil competences in the framework of regional and European contexts.

Natural Science Literacy

More than 71% of the 315 secondary schools visited in the school year 2007/2008 included natural science education in their overall teaching strategy. When conceiving strategic objectives the schools were building on the Long-term Policy Objective of Education and the Development of the Educational System in the Czech Republic, while placing emphasis on priorities of the strategy of sustainable development. Almost 88% of SSs included cross-reference of natural science topics, in a functional manner, to their SEPs. Strategies for teaching natural sciences can be considered to be exceptionally well drafted in 34% of SSs. Schools which included natural science education in the school-wide concept planned to implement more projects affecting this area in 2007/2008. A half of SSs prepared several natural science related projects in 2007/2008. 23% of SSs focused specifically on the teaching of natural science subjects and 46% of schools offered students optional subjects concerning natural sciences. Activities pertaining to the field of natural sciences beyond normal teaching were offered in almost 61% of SSs.

65% of SSs used their self-evaluation for quality management in the teaching of natural sciences and three fifths of schools used their self-evaluation in an excellent manner. Almost 79% of SSs have introduced innovation into the content of education in natural sciences. More than half of SSs focused specifically on teaching natural sciences; more than a half of SSs included natural science topics in subjects that have a different focus.

In 2007/2008 more than one quarter of SSs reported above-standard material conditions for the teaching of natural sciences and 30% of SSs ensured above-average material support to the teaching of natural sciences. Through class observations it was found that on average 85% of teachers of natural sciences used good resources to apply experimental methods of teaching, predominantly when teaching physics (92%) and chemistry (84%). There was evidence that students themselves performed more experiments than teachers did. If compared to basic schools, it was surprising that fewer secondary schools (87%) than basic school enabled their students to use ICT when learning natural sciences.

Almost three quarters of secondary schools modernised equipment for teaching natural sciences in 2007/2008. More than one quarter of secondary schools had exceptionally well equipped classrooms and other rooms at their disposal and specially equipped classrooms for teaching natural sciences were available in 60% of SSs. Nearly 82% of SSs could use effective teaching resources. The teaching documents used were excellently exploited in 31% of SSs and the teaching aids and textbooks were very good in 18% of schools.

The composition of the pedagogical staff and the climate was exemplary in 38% of SSs. Almost all SSs (96%) made use of opportunities to improve the school climate and 83% of SSs organised joint events for students and teachers. The quality of mutual relationships was model in just under one quarter of schools. In 89% of SSs teachers of natural science subjects work effectively together. In more than 28% of SSs teachers, when working together, developed the key competences of students in a distinctive way and in almost all schools (98%) teachers cooperated with the school board. In 2007/2008 in 18% of the monitored SSs natural science teachers did not satisfy relevant professional qualifications, which roughly

corresponds to the total proportion of unqualified teachers in secondary school. The majority of SSs (93%) had prepared a plan of professional development for their teachers of natural sciences which aimed at preparing teachers to be able to meet the requirements for innovation in terms of the content of the instruction in natural science subjects. In more than three fifths of schools the professional development of teachers was directed towards the development of natural science teaching. Almost one fifth of SSs provided their teachers with excellent professional development programmes. The majority of schools used the professional qualifications of teachers effectively when teaching natural sciences.

Table 34: Evaluation of the quality of teaching of natural science subjects in secondary schools

| Monitored teaching quality indicators | Frequency of rating degrees | | |
|--|-----------------------------|---------|-------|
| | 3 (+) | 2 (+/-) | 1 (-) |
| Climate in classes and quality of mutual relationships | 25 % | 72 % | 3 % |
| Organisation of teaching | 29 % | 67 % | 4 % |
| Motivation and evaluation of students | 21 % | 69 % | 10 % |
| Development of students' communication skills | 15 % | 72 % | 13 % |
| Material support of teaching | 25 % | 61 % | 14 % |
| Support of students' personality development | 29 % | 66 % | 5 % |
| Other school activities in natural science education | 24 % | 60 % | 16 % |
| Changes in education leading to the development of key competences | 20 % | 70 % | 10 % |
| Support of the development of selected key competences | 24 % | 66 % | 10 % |

A guidance committee for instruction in natural sciences worked in 79% of SSs. Rules for the evaluation of students in natural sciences were incorporated in the internal Rules of Order by almost three fifths of SSs. The majority of SSs (98%) enabled their students to apply knowledge attained in natural sciences in practice. The course of teaching was outstanding in 21% of SSs and it was unsatisfactory in only 4% of schools. In almost one quarter of schools the class climate was distinctive and the quality of mutual relationships was unsatisfactory in only 3% of schools. Details concerning evaluations of individual aspects of the quality of teaching of natural sciences are included in Table 34.

As regards key competences, secondary schools developed, within natural science subjects, competences to be able to learn, the development of which was neglected in only 5% of schools. In 7% of schools the instruction did not develop students' competences aimed at solving problems and in 11% of SSs working, social and personal skills were not being developed. However, the worst situation was found as regards the development of communicative skills, which were not developed by 16% of SSs. The work with students with SEN was model in 28% of SSs. One quarter of secondary schools had individual education plans for teaching natural sciences. Two fifths of SSs differentiated activities in the natural science instruction according to the needs of students with SEN and more than four fifths of schools provided the students in question with individual assistance. Almost 70% of SSs evaluated the success rate of work of students who have SEN in natural sciences.

Table 35: Evaluation of work quality with students who have SEN within the instruction in natural sciences in secondary schools

| Monitored indicators of quality of school work | Frequency of rating degrees | | |
|--|-----------------------------|---------|-------|
| | 3 (+) | 2 (+/-) | 1 (-) |
| Support of students with SEN | 28 % | 66 % | 6 % |
| The work of a school with students with SEN | 25 % | 72 % | 3 % |
| Education of students with SEN in natural science subjects | 11 % | 80 % | 9 % |

One quarter of SSs ensured support of gifted students in a distinctive manner. 34% of SSs differentiated natural science activities according to the needs of gifted students and 45% of SSs offered gifted students the opportunity to select from more activities within school instruction. 22% of SSs organised competitions and Olympics for gifted students in the subjects concerned and nearly 64% of schools offered students some other activities relating to natural sciences.

Table 36: Evaluation of work quality with gifted students within the instruction in natural sciences in secondary schools

| Monitored indicators of quality of school work | Frequency of rating degrees | | |
|---|-----------------------------|---------|-------|
| | 3 (+) | 2 (+/-) | 1 (-) |
| Support of gifted students | 25 % | 65 % | 10 % |
| Education of gifted students in natural science subjects | 16 % | 74 % | 10 % |
| Further natural science related activities offered to gifted students | 22 % | 58 % | 19 % |

The majority of secondary schools (87%) reflected current educational trends in the teaching of natural sciences. Students of 85% of SSs participated in activities aimed at environmental protection and students of more than three fifths of schools took part in natural science competitions. An overview of evaluation of individual aspects of teaching with regard to application of up-to-date forms and methods of teaching is included in Table 37.

Table 37: Evaluation of application of up-to-date methods and forms of teaching of natural sciences in secondary schools

| Monitored indicators of up-to-date methods and forms of teaching | Frequency of rating degrees | | |
|--|-----------------------------|---------|-------|
| | 3 (+) | 2 (+/-) | 1 (-) |
| Differentiated approach towards students | 15 % | 73 % | 12 % |
| Work with information; independently obtained information from different sources | 31 % | 54 % | 15 % |
| Knowledge application in practice | 48 % | 47 % | 5 % |
| Forming civil competences (environmental issues) | 35 % | 60 % | 5 % |
| Students' activity - discussion | 21 % | 68 % | 11 % |
| Utilising evaluation and self-evaluation of students to motivate them | 7 % | 78 % | 14 % |
| The share in making school friendly towards the environment | 36 % | 59 % | 5 % |

Reading Literacy

Two thirds of 44 monitored secondary schools included the development of reading competences in their strategic documents. All SSs were informed on reading skills and the conditions for their development and almost 93% of them had incorporated such skills in their framework education programme. Two fifths of SSs analysed the situation in the development of students' reading skills and 78% of schools adopted measures affecting this area of education. More than 27% of SSs implemented projects concerning the development of reading literacy and almost 14% of schools participated in international projects. All head teachers of secondary schools possessed the necessary information on reading literacy and in more than 90% of secondary schools head teachers organised activities leading to the development of reading competences.

Staffing was, in this area, above-the average in 45% of SSs. Almost 70% of SSs supported the professional development of teachers in the field of reading competences. 19% of SSs used outstanding methods to work with self-evaluation in the area of reading skills. All schools, with the exception of three schools, had appropriate conditions for the development of reading skills and 93% of schools used very good facilities outside school. 82% of SSs had a school library, access to the internet was available in 96% of schools and other materials (journals and so on) to be used for the development of reading skills were available in 93% of SSs. 89% of SSs, on an ongoing basis, renewed the resources for the development of reading competences.

Table 38: Evaluation of students' reading skills in secondary schools

| Monitored indicators of reading skills | Frequency of rating degrees | | |
|--|-----------------------------|---------|-------|
| | 3 (+) | 2 (+/-) | 1 (-) |
| General understanding of a text | 59 % | 39 % | 2 % |
| Obtaining information | 45 % | 49 % | 6 % |
| Interpreting texts | 41 % | 41 % | 18 % |
| Assessing the content of a text | 51 % | 37 % | 12 % |
| Assessing the structures and genres of texts | 39 % | 53 % | 8 % |
| Text selection (text type/sources/differences) | 45 % | 51 % | 4 % |
| Utilising resources and technical equipment | 38 % | 47 % | 15 % |
| Development of specific competences - teacher | 53 % | 42 % | 5 % |
| Development of specific competences -student | - | 46 % | 54 % |

Conclusions on the used evaluation framework of reading literacy

The used evaluation framework enables CSI to evaluate conditions available at school for support of the development of the reading competences of students and to assess the level of reading skills achieved by pupils and students of basic and secondary schools. As regards future evaluations CSI is considering the inclusion of more questions relating to evaluation of the level of implementation of certain motivating activities for the development of reading skills and opportunities for applying the reading skills of students within the instruction and outside it. When developing school education programmes and /or updating teaching documents, schools make use of findings arising from the international research known as PISA⁴ as supporting data.

⁴ In 2000, 2003 and 2006 the PISA project focused on identifying the level of competences of 15 year-old students in OECD countries in three important areas of education: reading, mathematics and natural sciences while in 2000 PISA surveys aimed at reading literacy and further findings concerning reading literacy were

Mathematical Literacy

Nearly 63% of 49 monitored secondary schools had developed a plan for enhancing the teaching of mathematics. The quality of teaching of the subject in question was model in 27% of schools. SEPs, currently being drafted, supported the establishment of the mathematical literacy of students in almost 90% of SSs. For drafting SEPs and introducing innovation in the content of education, secondary schools also used the findings of PISA research and almost 64% of SSs took part in tests prepared by CERMAT. Almost 48% of SSs were involved in other types of testing of mathematical skills. Almost 90% of SSs monitored the quality of work of teachers of mathematics and 19% of schools excellently used professional tests as a tool for their self-evaluation. Management of almost 90% of SSs monitored the mathematical activities of teachers. But only 44% of SSs had established a system of comparative tests.

Conditions in terms of the availability of teachers of mathematics were above average in 49% of SSs and teachers in more than 53% of schools were professionally well qualified. Almost 46% of SSs provided further education for mathematics teachers while 8% of SSs displayed excellent conditions for further education in mathematics. The majority of secondary schools implemented professional development for pedagogical staff in the area of methodology and the introduction of curricular reform. More than half of SSs offered their teachers professional development focusing on effective teaching procedures. 88% of SSs offered their teachers other FEPS courses. Material conditions are deemed to be very good in 88% of the monitored secondary schools; however, only 2% of SSs ensured excellent material support. Teaching aids for teaching mathematics were missing in only six schools. 81% of SSs had professional literature for teaching mathematics. 88% of SSs enabled their students to use information technologies when learning mathematics and more than 61% of SSs were equipped with software for teaching mathematics while presentation devices were available in 81% of SSs. But there was only one of the monitored secondary schools which excelled in using information technologies.

More than 19% of schools prepared and organised teaching activities and applied modern methods and forms of work at an excellent level. One third of schools prepared individual education plans for students with SEN and 55% of secondary schools worked individually in mathematics lessons with students who have SEN and the care for such students was excellent in 11% of SSs. 59% of SSs offered supplementary activities relating to mathematics. More than 45% of school worked with gifted students. Almost 64% of SSs, when teaching mathematics, carried out activities aimed at developing the capabilities of gifted students. However, only 7% of SSs really excelled in work with gifted students and 14% of schools were very good at developing the competences of students which they need in order to improve their mathematical literacy (For more details concerning individual aspects of developing students' competences see Table 39).

When observing how mathematics was taught in secondary schools CSI found that teachers fully respected school education plans. Teachers in almost all SSs (95%) selected appropriate methods and forms with regard to the specified goals of their lessons, the curriculum content and composition of classes. More than 29% of SSs excelled in organising the mathematics lessons. Almost all teachers of mathematics (85% of SSs) used effective time management and students had enough time to think the problem over and to prepare effective arguments. Teachers in almost all observed lessons checked how assigned tasks were being met on an ongoing basis and provided support to weak students. Material support for teaching was above-the-average in only 13% of SS. More than 36% of SSs used teaching resources

effectively and in secondary technical schools such resources were well used in 55% of schools. Demonstrating aids were used by teachers of mathematics in more than 65% of SSs.

Table 39: Evaluation of the establishment of mathematical skills and the development of key competences of students in secondary schools

| Monitored indicators | Frequency of rating degrees | | |
|--|-----------------------------|---------|-------|
| | 3 (+) | 2 (+/-) | 1 (-) |
| Establishing mathematical skills, competence for independent solving of problems | 14 % | 76 % | 10 % |
| Motivation | 14 % | 82 % | 4 % |
| Social competences, class climate | 27 % | 67 % | 6 % |
| Learning competences, active self-learning | 15 % | 62 % | 23 % |
| Communicative competences, mathematical terminology and symbols | 25 % | 59 % | 16 % |
| Competences to solve problems | 11 % | 64 % | 25 % |

Almost all SSs created conditions for the education of students with SEN. All monitored secondary vocational schools supported students with SEN at an excellent level; on the other hand, no secondary general school (gymnasium), secondary technical school or special secondary technical school provided any support to students who have SEN. 10% of SSs supported gifted students in mathematics in an excellent way, with the best being secondary general schools (13%). In almost 57 of SSs gifted students could solve assigned task individually (at their own pace). However, the overall situation in this area was best in secondary general schools and secondary technical schools. In 38% of SSs gifted students participated in additional activities (presentations, assistance provided to weak classmates, and so on). In the majority of SSs (91%) teachers motivated their students informally and creatively with regard to the students' age and more than 18% of SSs excelled when motivating their students. In more than two thirds of secondary schools students solved challenging tasks from practice and in more than 85% of lessons they used experience gained in other subjects. In more than 29% of mathematics lessons students worked on their own presentations or projects.

The climate in classes and the development of the social competences of students were above average in more than 27% of SSs. In almost all schools students had a constructive relationship with teachers of mathematics and in more than 85% of classes there was a creative climate in the mathematics lessons and students were working with interest. In nearly 62% of lessons of mathematics students were directed to self-evaluation and peer-assessment. One third of schools were developing the competences of students to learn mathematics independently very well. Students solved the model examples by standard methods in almost 84% of SSs and in 69% of SSs teachers included tasks where students had to find solution themselves in their instruction.

In almost all mathematics lessons in secondary schools teachers respected their students; they did not make fun of students if they made an error. The majority of teachers encouraged discussions, expressing students' opinions and a creative approach towards solving tasks in lessons. Students learnt, within discussions, to use terminology and symbols correctly and accurately. The effectiveness of individual solutions was the subject of discussion among students in 51% of mathematics lessons. Students worked with and understood tables and diagrams in almost two thirds of secondary schools. In more than 47% of SSs students presented results of their work. 18% of SSs were developing competences to solve problems very well. The tasks were appropriately demanding in the majority of schools

(82%) and assigned tasks developed the logical thinking of students (91%); however, formulating goals and conclusions was good in only 78% of schools. In more than half of mathematics lessons students made estimations of results, they solved examples independently and verified results. In 59% of lessons students transferred the assigned tasks into formal mathematical language. Students participated in 39% of lessons actively in proving natural laws and other similar relations. In almost 47% of lessons students worked with information technologies and had suitable software at their disposal. Students used results of their work on PC in practice in nearly one third of schools.

Conclusions on specified criteria and explanatory level of used indicators for evaluating mathematical literacy

When specifying a general framework for the evaluation of mathematical literacy, the Czech School Inspectorate used the definition of mathematical competence included in the European Reference Framework of key competences, the description of mathematical literacy in PISA 3 (2006) research and the content of the curricula for mathematics for individual levels of education. On the basis of all the sources used it was apparent that the aim was not to learn only mathematical knowledge and skills themselves but the aim should be their functional usage in different situations and in different ways. The selection of indicators and criteria for evaluation of mathematical literacy as well as the manner for their verification corresponded to the aforementioned concept. The specified criteria and the overall framework of evaluation enable CSI thoroughly to assess the personnel as well as material conditions of schools for the development of mathematical literacy. CSI is able, through the criteria selected for the verification of the quality of teaching of mathematics, to identify to what extent teachers could effectively develop the competences of students to solve mathematical examples, independently improve their mathematical literacy and to apply their knowledge in their preparation for a profession as well as in their current lives.

Part C

Endorsement of Foreign Language and ICT Teaching

C Endorsement of Foreign Language and ICT Teaching

C.1 Enhancement of Teaching Foreign Languages

In the school years from 2005/2006 to 2007/2008 the Czech School Inspectorate gathered and evaluated a range of data concerning the development of language education in schools. The observations by CSI concentrated on creating conditions for the further development and possibilities of pupils to apply their language knowledge as well as on the methods of work leading to further improvement and modernisation in the instruction of foreign languages in compliance with the goals of curricula reform implemented during 2005 and 2008. One of the priorities of curricular reform in the Czech education system is to improve, modernise and extend the teaching of foreign languages, which is to be achieved by means of enhancing the professional qualifications of teachers at all levels of education and by updating teaching methods so that these better develop all aspects of language education.

The National Plan for Teaching Foreign Languages 2005-2008 increased the number of hours for foreign language instruction and introduced the framework system of training courses for the further education of language teachers with the aim of increasing the level of language education of pedagogical staff. Improvement of the qualifications of foreign language teachers is supported by the programmes known as '*The Gate to Languages*' (*Brána jazyků*)⁵ or *MEJA*⁶, and by making available extended distance studies for those who have successfully completed the *MEJA* and *JAME*⁷ programmes organised in cooperation with pedagogical faculties. Foreign language teachers at the lower level of basic schools and kindergarten teachers participated in the republic-wide programme '*Languages through Games*' (*Jazyky hrou*), which, apart from the basis for a relevant foreign language, also provided a basis of guidelines for teaching. In 2005 an extensive programme, co-financed from the European Social Fund, entitled *TEACHERS (UČITELÉ)*⁸, was launched. This programme was a follow up to experiences gained within the *JAME* project and summer language training courses, which were thus supplemented with other supportive activities and focused on new target groups.

In the course of the school years from 2005 to 2007 schools drew up their self-evaluation as well as their own strategies for teaching foreign languages and on the basis of such documents and the Framework Education Programme, they developed, as of 1 September 2007, their school education programme. The aim of SEPs was to encourage schools to apply new active forms of teaching, to develop cross-curricular relationships and instruction of integrated content. In doing so schools decided to make use of team work of teachers and different forms of extra-curricular activities. When teaching foreign languages schools should apply an individual approach and also enable pupils and students to develop language knowledge within out-of-school activities. The aim is to make education more effective in compliance with the Long-term Policy Objectives of Education and the

⁵ The Gate to Languages programme: development of specific competences of teachers and other professionals working within the education system with a view to improving education in BSs, SSs and tertiary professional schools; it was launched in October 2005, in Prague in March 2006 under the name JARO (Spring)

⁶ MEJA programme: a development programme aimed at the methodological and language preparation of teachers teaching at the primary level of BSs without professional qualifications for teaching foreign languages and language preparation for kindergarten teachers, teachers at primary level of BSs and teachers of basic artistic schools; the programme covered the period from 2006 to 2008

⁷ JAME programme: a nation-wide project designed for qualified teachers who are not language teachers; it was implemented in October 2004

⁸ TEACHERS programme: focused on the development of specific competences of teachers and other professionals in the education system with a view to improving education in BSs, SSs and tertiary professional schools and to enhancing the adaptability of such staff in the labour market

Development of the Educational System in the Czech Republic drawn up in 2005 and updated in 2007 and to make both the content and teaching methods more useful for children, pupils and students.

Enhancement of the level of language education is also supported by the introduction of the framework system of training courses of further education for language teachers and the extension of mobility of both pupils and teachers within EU programmes in cooperation with the National Agency *Socrates*. The degree of achieved improvement in teaching foreign languages is being monitored through indicators such as the proportion of unqualified foreign language teachers, the proportion of unqualified foreign language teachers who have completed relevant further education, the proportion of foreign language teachers who have achieved the internationally recognised level of foreign language knowledge, the share of pupils who have learnt a language abroad (exchanges, studies) and the participation of pupils in international programmes.

C.1.1 Pre-school Education

The Czech School Inspectorate carried out extensive observations related to foreign language teaching in kindergartens in 2006/2007. The subject of observations was, in particular, assessment strategy, staffing and organisation of teaching. CSI also monitored the provision of schools and the interest of parents in foreign language instruction. The main objective was to find out whether the staffing and organisation of education in kindergartens enable the teaching of foreign languages. The course of instruction itself, including methods of teaching, was not observed within such inspections.

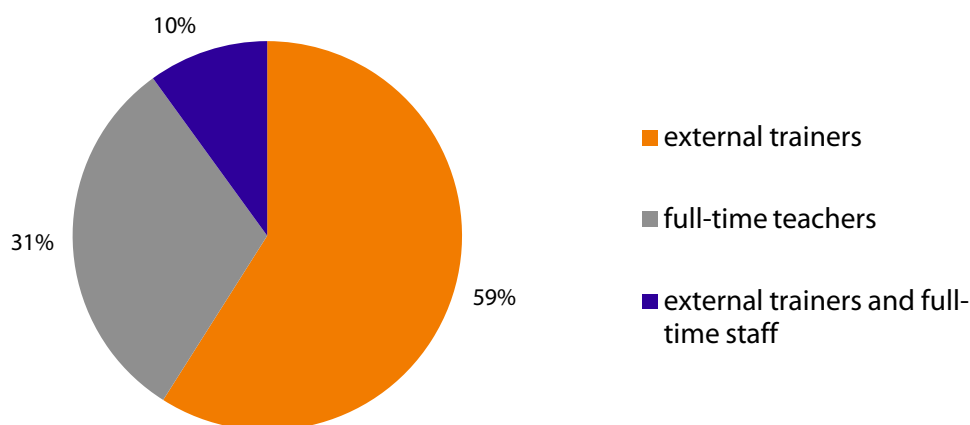
72% of kindergartens tried to collect information concerning the interest of parents in foreign language instruction, most often by using questionnaires or parent meetings, but also during the admission of children to kindergartens, by hang-up cards, leaflets or through individual interviews with parents.

Almost half of the visited kindergartens offered children the chance to learn foreign languages. Head teachers of those schools made decisions especially on the basis of interest shown by parents in foreign language teaching (most often English) and organised it primarily in the form of foreign language clubs.

The share of children who learn a foreign language in relation to the total number of children attending kindergartens varied from 10% to 50%. In total, almost one quarter of children learnt a foreign language (with English being the prevailing language). Kindergartens did not usually include foreign language teaching directly in their SEPs. Instruction took place most frequently once a week (69%), sometimes twice a week (26%) and was organised predominantly as language clubs. Such an organisation clearly related to the high number of external teachers in kindergartens. Only 5% of the kindergartens in question included foreign language teaching among daily activities. Time allotment ranged most often from 20 to 50 minutes a week. The course and quality of teaching were evaluated only in one third of kindergartens.

When inspecting staffing CSI ascertained insufficient qualifications of pre-school teachers for teaching foreign languages, a lack of suitable trainers or a lack of finance to remunerate external trainers. More than half of full-time teachers who taught a foreign language did not have the required language knowledge or had passed an examination in the Russian language, which parents are not currently interested in. Further education aimed at extending the knowledge and methodology of foreign language teaching in kindergartens was undertaken only by a few teachers involved in pre-school education. External trainers who implemented almost 60% of foreign language instruction did not often satisfy the requirements of professional qualifications.

Diagram 6: Composition of foreign language teachers in kindergartens



Utilisation of Projects in Regions

Kindergartens in **Prague** were involved in the project entitled *English in Kindergartens or How to Start Up* in 2007/2008. The Ministry of Education, Youth and Sports is a beneficiary of funds and the Pedagogical Research Institute in Prague was implementing the project. The outcome of the project was a document which should help pre-school teachers instruct the English language by using effective and appropriate forms. All information provided in the text was supported by authentic experience and the findings were gathered within five kindergartens, accommodating in total 68 children from 5 to 7 years old during the school year 2007/2008. The English language was included in education programmes in the last year of pre-school education, i.e. before compulsory school attendance has commenced. Teaching was organised in groups of a maximum of 12 children. Each lesson lasted for 45 minutes and was held once a week or according to the possibilities of a particular school.

The **South Bohemian Region** implemented the project *Cross-the-Border Language Teaching in Kindergartens* organised by the Ruze Association. This was a joint project of three kindergartens located in Nove Hrad, Zar, and Stropnice. The partners of the project, which is being held during this school year in Austria, are kindergartens and elementary schools in Harbach and Großschönau. It was planned that 140 Czech and Austrian children and three teachers would participate in the project. The aim of the project is to provide German language instruction in kindergartens, including an exchange programme.

Kindergartens in the **South Moravian Region** were engaged in the project *Teaching English in Selected Schools in Brno*. In the framework of this two-year project the education provision was extended in three Brno kindergartens by activities beyond what is normally offered and classes were equipped with teaching resources financed from the subsidies provided. This project has encouraged the kindergartens in question to provide optimal conditions to familiarise kindergarten children with a foreign language in an effective manner.

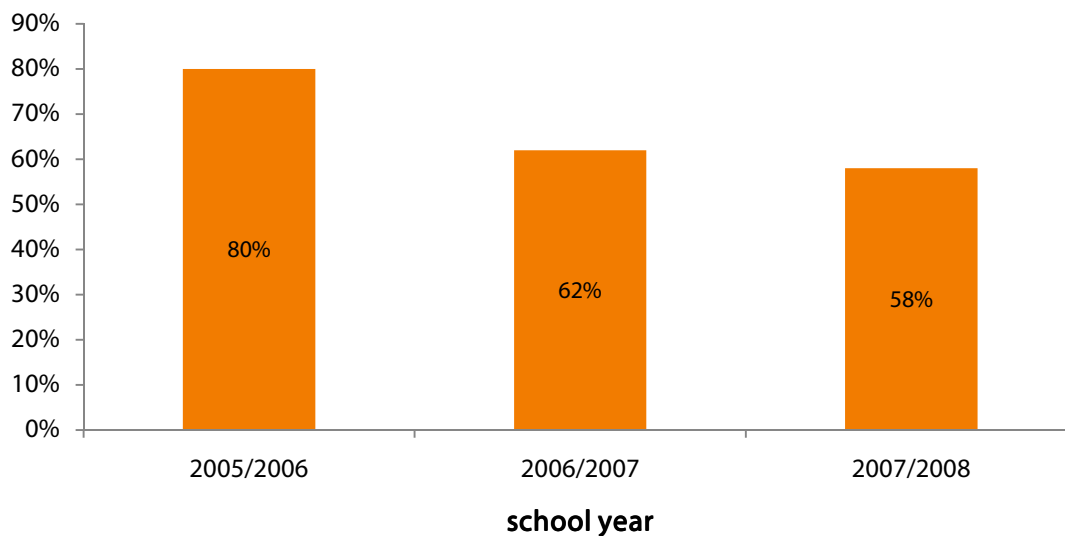
C.1.2 Basic Education

In the years 2005-2008 the Czech School Inspectorate monitored foreign language teaching, teaching methods and the qualifications of teachers with the aim of checking the course and the impacts the curricular reform has had on improving and modernising foreign language teaching in basic schools. In the school year 2005/2006 observations were carried out in a selected sample of 74 basic schools, namely at the lower secondary level of those

basic schools, in the school year 2006/2007 CSI monitored 175 BSs and in the school year 2007/2008 observations were held in a sample of 60 BSs.

Inspection results gathered from 2005 to 2008 demonstrate that the interest of pupils in learning English was steadily growing but the interest of pupils in learning German displayed a downward trend. In the school year 2007/2008 only one foreign language was taught in 42% of BSs, which corresponds to the content of the National Plan for Teaching Foreign Languages, as this plan set the English language as a priority. The interest of pupils in learning other foreign languages (French, Russian, Spanish, and Italian) was not so apparent, therefore these languages were taught predominantly as optional subjects or within language clubs.

Diagram 7: The share of basic schools providing parallel instruction of two and more foreign languages in 2005-2008



In the school year 2007/2008 all schools were following school education programmes and almost 48% of BSs developed their own concepts of foreign language teaching. Moreover, findings collected in the school year 2007/2008 show that functional guidance bodies, such as guidance associations or guidance committees for specific subjects, cooperated in drawing up school education programmes, unifying teaching material and the classification of pupils, organising events, and supporting pupils with special educational needs. In the school year 2007/2008 the consistency of instruction between the two levels of basic schools was satisfactory in the majority of cases. 16% of schools were evaluated as outstanding. As far as self-evaluation of foreign language teaching is concerned deficiencies were detected in almost 15% of BSs which, with the exception of one school, did not prepare evaluation of foreign language teaching for the school as a whole. 85% of BSs used some of the forms for assessing the level of foreign language teaching according to pupils' results. These schools most frequently used their own comparative tests, which were utilised in more than a half of basic schools. Self-evaluation of the organisation and the course of foreign language teaching was developed by 46% of BSs. Schools mostly evaluated the direct instruction of foreign languages, with the second most frequent subject of assessment being the work of guidance committees for teaching foreign languages.

In compliance with FEP BE the education content arising from the education branch 'Foreign Languages' is included in compulsory education from the 3rd to 9th grade of basic schools whereby pupils must be preferably offered the English language. At the beginning of September 2008 CSI organised an electronic (via e-mail) survey with the aim of finding out

whether schools have enough qualified teachers, appropriate teaching aids and payroll funds to implement the aforementioned requirements. During the first two days of the survey CSI received 1,124 replies, which became the basis for operative information. The summary findings showed that 95% of pupils of third grades decided on English in 2007/2008. Only pupils from the regions neighbouring Germany displayed a lower interest in learning the English language. In the Karlovy Vary Region, the Pilsen Region and the Liberec Region 80-88% of pupils attending third grades of BSs showed an interest in learning English. On the other hand, the largest interest in learning English was seen in the South Moravian, Zlin and Pardubice Regions.

Responding schools see the lack of qualified teachers (61%) and insufficient funds for teachers' salaries (53%) as the largest obstacles to meeting the given obligation. The lack of appropriate teaching aids for teaching English was reported from 15% of schools. Most teachers for teaching English were missing in the Karlovy Vary Region (89%) and in contrast there were least complaints about the lack of unqualified teachers from the Pilsen Region (49%). However, in both regions, Karlovy Vary and Pilsen, there is the lowest interest in learning English if the demand is compared with average numbers in the Czech Republic as a whole. Schools from the South Bohemian Region and the Moravian-Silesian Region reported insufficient payroll funds, while Prague schools did not complain about this issue very much (see Table 40).

Table 40: Deficiencies in implementing the requirements for foreign language teaching in individual regions

| Region | Deficiency (as%) | | |
|--------------------------|--------------------|------------------|---------------|
| | Qualified teachers | Appropriate aids | Payroll funds |
| Prague | 61,8 | 11,8 | 68,4 |
| Central Bohemian Region | 67,8 | 16,4 | 61,4 |
| Pilsen Region | 49,2 | 19,7 | 45,9 |
| Karlovy Vary Region | 88,5 | 15,4 | 57,7 |
| Usti Region | 78,2 | 21,8 | 55,2 |
| South Bohemian Region | 60,6 | 7,6 | 39,4 |
| Liberec Region | 54,1 | 8,2 | 49,2 |
| Hradec Kralove Region | 59,2 | 18,4 | 44,9 |
| Pardubice Region | 55,9 | 14,7 | 48,5 |
| Vysocina Region | 65,5 | 15,5 | 60,3 |
| South Moravian Region | 55,0 | 14,7 | 60,5 |
| Olomouc Region | 53,3 | 12,0 | 50,7 |
| Moravian-Silesian Region | 56,9 | 15,5 | 37,9 |
| Zlin Region | 59,1 | 15,9 | 56,8 |

The smallest schools, with a number up to 25 pupils attending the elementary grades of school, complain about the lack of payroll funds least of all. The largest gaps in the number of qualified teachers as well as payroll funds are reported from schools with 300 to 400 pupils attending elementary grades of basic school (see Table 41).

Table 41: Deficiencies in implementing the requirements for foreign language teaching in schools divided according to the numbers of pupils attending the primary level

| Numbers of pupils at the primary level | Number of schools | | Deficiency (as%) | | |
|--|-------------------|------|--------------------|------------------|---------------|
| | frequency | % | Qualified teachers | Appropriate aids | Payroll funds |
| Up to 25 | 138 | 12,3 | 47,8 | 9,4 | 44,2 |
| 26 – 50 | 149 | 13,3 | 62,4 | 14,1 | 40,9 |
| 51 – 100 | 258 | 22,9 | 62,8 | 14,7 | 51,6 |
| 101 – 150 | 148 | 13,2 | 65,5 | 14,9 | 53,4 |
| 151 – 200 | 139 | 12,4 | 62,6 | 12,9 | 59,0 |
| 201 – 300 | 208 | 18,5 | 60,1 | 21,6 | 61,1 |
| 301 – 400 | 69 | 6,1 | 68,1 | 8,7 | 63,8 |
| 401 and over | 15 | 1,3 | 33,3 | 20,0 | 60,0 |

27% of schools took the opportunity to comment on what other obstacles to the priority of teaching of English from the 3rd grade of basic schools are. Almost 6% of them saw an obstacle in putting together more grades to establish one learning group made up of pupils of more grades. These were primarily one or two class schools, where pupils of different grades are merged into one group. Therefore a teacher has to work differentially in one lesson with several groups that have a different level of English. More than 3% of schools can see problems in the further education of pedagogical staff and in the unwillingness of pedagogical faculties to offer additional studies in only one language. Out of 303 schools which took the opportunity to express their opinions concerning this issue 35% of BSs stressed that they had not had any difficulties with ensuring the instruction of the English language from the 3rd grade of basic school.

In general, the findings of CSI show that the greatest obstacle to meeting the given requirement in basic school is the lack of qualified teachers. This deficiency often relates to the insufficient payroll funds.

In the school years 2005/2006 and 2006/2007 almost all the monitored basic school implemented measures to promote language education. However, such measures were not based on systematic assessment of the instruction of foreign languages. Schools mainly extended the provision of foreign language teaching and related activities organised for pupils. In the following school year, i.e. 2006/2007, almost one third of BSs extended foreign language teaching within compulsory education content or offered foreign languages as optional subjects or within language clubs. In 2005/2006 and 2006/2007 basic schools concentrated their measures supporting foreign language teaching on improving staffing, which led to slightly better involvement of unqualified teachers in further education focusing on language and methodological preparation. When adopting measures supporting foreign language teaching in the school year 2007/2008 the monitored basic schools relied, to a larger extent, on the results of self-evaluation concerning the quality of foreign language teaching. As a consequence of analyses of their own needs, schools, when compared to previous years, invested mainly in improving the material conditions of teaching (94%) and in increasing and extending the qualifications of their teachers (87%). In comparison with previous years, basic schools worked intensively on modifying teaching documents (54%) and developing international cooperation (40%) in 2007/2008. In the school year 2007/2008 schools, when compared to the previous year, implemented a lower number of motivating activities.

In the school year 2005/2006 basic schools displayed a rather unfavourable qualification potential of foreign language teachers. The share of teachers who had studied

foreign languages at higher education institutions was only 29% as far as English is concerned and 45% as regards German. English was taught by 20% of trainers who were not university graduates. The proportion of native speakers in foreign language teaching was negligible in basic schools. In the school year 2005/2006 basic school teachers participated in further education usually with the aim of improving their language knowledge, to become familiar with new textbooks and motivating forms of work (68%). They also wanted to be prepared for drafting school education programmes (9%). This trend was seen also in 2006/2007, when more than a half of BSs focused the further education of their teachers on methodological approaches towards teaching foreign languages (57%) and on enhancing language competences (51%). In the context of the curricular reform teachers attended training courses concerning SEPs (28%). In 2006/2007 ICT ranked among the priority areas but not always focused on teaching foreign languages (37%). Teachers from only a very low number of schools (15%) participated in seminars aimed at teaching foreign languages to pupils with SEN and a minimal number of schools made use of activities aimed at work with the European Language Portfolio and the Common European Reference Framework (2%) in 2006/2007.

In order to improve the level of their language knowledge in 2006/2007 teachers made use of the development programme *MEJA* (18% of teachers) and the lifelong learning project *The Gate to Languages* (15% of teachers). Only few teachers (9%) studied in higher education institutions in 2006/2007 to satisfy their professional qualification requirements. 18 teachers who did not already have the relevant language qualifications obtained internationally recognised certificates in 2006/2007 certifying a certain level of their language knowledge. The outflow of qualified foreign language teachers from basic schools seen in previous years and caused by “migration” of qualified teachers from basic schools to secondary schools and by increased demands on the numbers of teachers as a consequence of the introduction of foreign language teaching as early as from the 3rd grade of the primary level of basic schools slowed down in the school year 2006/2007.

In the school year 2007/2008 conditions relating to staffing were evaluated in 73% of the monitored basic schools as average, in 13% of BSs as excellent, and unfortunately in 12% of BSs as unsatisfactory. A high proportion of unqualified teachers teaching English was identified. The proportion of teachers who had completed studies of English in a higher education institution was only 23% in basic schools. However, there is a positive trend as quite large numbers of university educated teachers of foreign languages are involved in further education and almost three fifths of them participated in further education aimed at teaching pupils with SEN. As regards ideally qualified teachers 37% of them attended further education courses in 2007/2008 aimed at the teaching of English. As regards university educated teachers who do not have specific education for teaching English almost half of them participated in further education courses in English while only 19% of them attended courses focusing on pupils who have SEN.

In 2007/2008 about 35% of teachers teaching in basic schools were not university graduates. Out of these there were 45% of English teachers who, however, had completed special courses of further education for English teachers and more than a half of them had completed *JAME* courses. In total 18% of unqualified English teachers passed international examinations in English and a further 18% of unqualified English teachers studied English at relevant faculties. In 2007/2008 nine unqualified English teachers attended *MEJA* courses and seven of them completed a further education programme focused on the teaching of pupils with SEN. No native speaker was available for teaching English in the monitored basic schools. One fifth of teachers gained experience in foreign countries. The majority of them completed training courses abroad. Fifteen English teachers were involved in EU projects and 16 participated in visiting fellowships abroad.

As far as German teachers are concerned in the school year 2007/2008 they were better qualified than their English colleagues. Almost 55% of German teachers graduated from relevant faculties. Of these ideally qualified teachers one fifth continued to learn German whilst only 15% learnt how to teach pupils with SEN. In the monitored sample of basic schools 18% of German teachers were not university graduates. If compared to English teachers, unqualified German teachers are not active in further education. Although almost half of unqualified teachers of the German language participated in some forms of further education concerning German none of them attended JAME courses. The majority of German teachers (73%) – university graduates who were not directly educated for teaching German - continued to learn the language and two of them participated in courses aimed at teaching pupils with SEN. Only two unqualified teachers passed an international German examination. Two native speakers taught the German language in the monitored basic schools. 19% of German teachers gained experience abroad, where they usually participated in visiting fellowships (8 teachers), five German teachers participated in language courses and three of them were involved in EU projects.

As regards the system of further education (the same applies to university studies) of foreign language teachers, preparation for work with pupils with SEN is not sufficiently taken into account. Teachers mainly cooperated with external experts, counselling services, and education advisors while school psychologists and other assistants for pupils with SEN are not sufficiently used. Further education courses focusing on the needs of gifted pupils have not yet been included in the further education programme for foreign language teachers. In total 61 foreign language teachers completed further education courses focusing on work with pupils who have SEN in 2007/2008. This area of education is primarily the domain of English teachers, who accounted for 87% of those who completed such further education programmes in 2007/2008.

In the school years 2005/2006 and 2006/2007 individual education plans were drawn up for integrated pupils. The share of basic schools which had developed such plans did not change when compared to the previous year. It accounted for 45%. Assistants of teachers were used in nine basic schools in the years 2005/2006 and 2006/2007. Furthermore, in 2006/2007 two basic schools reported the use of a school psychologist. Other identified pupils with SEN (a lighter degree of specific learning disorders) are approached with regard to their specific needs. This individual approach is characterised by tolerance of difficulties, application of less stringent classification, temporary assistance and interventions of teachers during lessons, internal differentiation which stresses a preference for oral communication with a pupil, reduction of demands, favourable time allotment, offer of individual consultations, use of PCs, special teaching materials, specific teaching aids and textbooks for pupils with SEN

The issue of exceptionally gifted pupils was the subject of inspections held by CSI in the academic 2007/2008 and eight of the monitored basic schools displayed exceptionally gifted pupils. Schools offered their talented pupils different options to further develop, for example, optional and voluntary subjects, clubs and other activities, differentiated tasks which can go beyond normal curricula. Gifted pupils can be involved in school projects, sometimes implemented at the international level; they participate in competitions and the Olympics.

In the school year 2005/2006 11% of BSs were involved in three or more monitored school activities, such as school trips, international projects, cooperation with foreign schools, competitions in foreign languages held at the regional level and certified language examinations, although almost one third of basic schools offered their pupils only school trips. One fifth of schools did not create any conditions for the application of communicative knowledge outside school lessons. In the following years basic schools considerably extended the spectrum and involvement of their pupils in extra-curricular activities. Inspections in

2007/2008 revealed that almost 15% of the monitored BSs excellently developed teaching methods supporting the development of key competences of pupils and 10% of schools were evaluated as above-the-average as regards motivating activities offered to their pupils. Most frequently schools enabled their pupils to apply attained language knowledge through school trips abroad with a programme aimed at getting to know new things. Such trips were organised by 54% of BSs. Table 42 demonstrates year-by-year comparison of the most frequent opportunities for authentic application of the language knowledge of pupils in 2006/2007 and 2007/2008 in basic schools.

Table 42: Authentic application of language knowledge and skills of basic school pupils visited in the school years 2006/2007 and 2007/2008

| Opportunities to apply language knowledge by pupils | Share of BSs in 2006/2007 | Share of BSs in 2007/2008 |
|---|---------------------------|---|
| School trips aimed at getting to know new things | 47 % | 47 % |
| Exchanges | 13 % | 24 % |
| International projects | 15 % | 26 % |
| Certified examinations | 3 % | 5 % (1 BS: 13 students German, 1 BS: 3 students English) |
| Europass | 1 % (2 ZŠ) | - |
| Regional competitions | 20 % | 24 % |
| Other ⁹ | 34 % | 32 % |

Utilisation of Projects in Individual Regions

Basic schools located in **Prague** implemented projects aimed at improving foreign language teaching. Two basic schools in Prague were involved in a project entitled *Enhancing language competences of pupils and teachers and improving methodological knowledge of qualified pedagogical staff*. The project was co-financed from the ESF, the state budget of the Czech Republic and the budget of Prague. The Language Basic School of Fr. Plaminkove in Prague organises, within the language preparation, annual one week visits to English families also including activities aimed at getting to know new things concerning the history and culture of Great Britain. The school is also engaged in the projects of the Ministry of Education, Youth and Sports *Linguistic Diversity of the European Union* aimed at the development and verification of curricula for teaching less frequent foreign languages implemented by the Secondary General School, Secondary Technical School and Tertiary Technical School located in Prague 7, Ortenovo namesti (Orten Square).

Klub ekonomů škol Praha, o. s. (the Prague Club of School Financial Managers) organises a project in nine schools of the **Central Bohemian Region** *Teaching Foreign Languages Predominantly through Blended Learning and Self-study of Foreign Languages* (namely English and German) approved by the MEYS. The project is funded from the ESF and the state budget of the Czech Republic and its aim is to encourage the interest of pupils in

⁹ Performance for the general public, the school-wide project days, e-twinning, exchange of letters, discussions with native speakers, visits to theatre performances in foreign languages, activities held on the Day of Languages, child sponsorship, open door days, language camps, competitions (republic-wide rounds of foreign language contest, corresponding contest, singing contest – songs with English texts, international Olympics, international competition in providing First Aid), language portfolios, presentation on web sites, exhibitions of paintings with English notes, cooperation with foreign partners = cooperation between towns, certificates obtained in England after completing English courses.

studying a foreign language, to enrich the traditional concept of teaching foreign languages and to motivate pupils in self-studying and a reliable approach towards learning.

The **Pilsen Region** and the **Karlovy Vary Region** in 2007/2008 again used long-term projects of cross-border cooperation with Germany to support language education, exchange of experience and improving the language competences of pupils.

Schools in the **Usti Region** were often involved in international projects aimed at cooperation between schools, exchanges of pupils and teachers and so forth. Inspections showed that the success of whether a project is accepted and supported is not based on the size, type or geographical location of schools. It was unambiguously the result of initiatives of school employees (most often school management and project managers). There was also a frequent practice of schools to associate when submitting projects and thus, especially small schools, they increased the probability of being awarded a certain project.

Schools in the **South Bohemian Region** implemented a joint project called *To Learn Together the Language of Our Neighbours*. Volksschule Drosendorf is an Austrian counterpart and the basic school in Desna represented the Czech Republic. 40 pupils of the primary level of both schools are the target group of the project. The project is co-financed from EU funds in the framework of the INTERREG IIIA initiative and its main idea is cross-border cooperation of schools focused on language knowledge and strengthening the current friendship.

Inspections reported a persisting lack of teachers from the **Liberec Region** university graduates fully qualified for teaching foreign languages. This problem concerns mainly English teachers. Teaching methods, organisational forms and teaching activities which teach pupils more about a language and less about using it as a tool of communication in model authentic situations still prevail.

As regards international cooperation the **Hradec Kralove Region** used mostly EU funds, namely programmes making it possible to utilise grants, such as *Socrates* and *Leonardo da Vinci*. Further resources to cover this area were obtained through grant programmes financed by the Region. Projects were aimed at developing international cooperation, exchange of experience and improvement of language as well as the learning competences of pupils and professional skills of teachers. Cooperation between borderland schools has been on the rise. A certain stagnation in the number of projects to be financed from the ESF (operational programmes targeting human resources development) reported in the last two years was probably caused by the end of the 2004-2006 programming and the beginning of the new programming period having higher demands of development of the project itself. An upward trend was seen as regards projects to be funded within FM/EEA - Norway. Only some of the foremost schools participated in the National Grant Programmes, focused mainly on the preparation of trainers and the development and verification of SEPs (*Pilot S*), preparation of a new form for completing studies in secondary schools (e.g. *Quality I*) and others (e.g. *School for Sustainable Life*). Regional Grant Programmes concentrated especially on improving the quality of conditions for the education process. The largest number of schools used this form of subsidies. Municipal Grant Programmes (and respective subsidies obtained from local private companies) are most frequently used to fund less demanding and short-term projects as well as projects aimed at enhancing the visibility of a school.

Thanks to projects some basic schools in the **Pardubice Region** obtained money for visits of pupils and teachers abroad with the aim of improving foreign language knowledge. The basic school in Lansroun implemented the project *Language and Information Communication of Disabled Children* with the aim of enabling disabled children to get equal chances in the area of information technologies and foreign languages on the basis of the newly developed curriculum for teaching foreign languages and ICT.

In 2007/2008 the Basic School Benesova in Trebic - the **Vysocina Region** - implemented a project of cooperation with four schools from Austria, and also one school from Slovenia, Slovakia and Hungary - *Using Non-verbal Communication*.

The **South Moravian Region** managed to support the teaching of foreign languages very well. The projects of Brno (*English Language Teaching in Selected Schools in Brno*) ensure equal opportunities in basic education with a focus on pupils with SEN.

The provision of optional and vocational subjects in basic schools in the **Olomouc Region** targeted the development of language and information competences.

The basic school in Ostrava-Zabreh in the **Moravian-Silesian Region** carried out a project - *English across Subjects of the 1st Grade of the Primary level* - aimed at teaching English using ICT from the 1st grade of basic school. English is being taught within this project in an interactive natural way across all subjects. The project involves the use of interactive boards, data projectors, three PCs for pupils, e-learning programmes, their own presentation, teaching aids and guidance sheets.

Quite a large number of teachers in the **Zlin Region** participated in language within *The Gate to Languages* project and the majority of participants evaluated the project as being beneficial.

C.1.3 Secondary Education

In the years 2005-2008 the Czech School Inspectorate monitored foreign language teaching, teaching methods and the qualifications of teachers with the aim of checking the course and impacts the curricular reform has had on secondary schools. In the school year 2005/2006 observations were carried out in a selected sample of 145 secondary schools; in the following year 2006/2007 CSI monitored 183 secondary schools, of which 55 were secondary general schools (gymnazium) (SGSs), 119 were secondary technical schools (STSs) and nine were secondary vocational schools (SVSs). In the school year 2007/2008 observations were carried out in a selected sample of 32 secondary schools, of which 10 were secondary general schools, 19 were secondary technical schools and three were secondary vocational schools. The aim of the summary analysis from the years 2005 until 2008 was to find out how secondary schools were able to extend the teaching of foreign languages and to what extent the provision of schools corresponds to the changes of the interest of students and the needs of school-leavers to compete in the European labour market. CSI tried to identify what measures aimed at improving and modernising the teaching of foreign languages had been adopted by secondary schools and in what types of projects schools were involved during the last three school years, whether the schools' approach towards this task was comprehensive and wide-ranging and what areas were most developed.

In the school years 2005/2006 and 2006/2007 students of secondary schools were more and more interested in learning foreign languages, mainly English, and in view of the priority to offer the English language the number of schools which provided parallel instruction in two or more foreign languages decreased. In the school year 2005/2006 almost all secondary schools (99%) provided parallel teaching of two or more foreign languages while in the school year 2007/2008 only 73% of schools taught two or more foreign languages.

In the school years 2005/2006 and 2006/2007 the same number of schools developed a strategy for teaching foreign languages; of these more than a half were secondary general schools, but only 10 secondary technical schools and two secondary vocational schools. In the school year 2007/2008 almost 68% of SSs developed a strategy for the development of foreign language instruction. When developing the strategy, two thirds of schools were building (in addition to other things) on their self-evaluation of foreign language teaching at

the level of the school. Strategies stemmed from conceptual documents, mainly from the National Plan for Teaching Foreign Languages. Schools mostly concentrated on evaluating conditions and involving students in motivating activities; however, they less often dealt with the results of students. In the years 2005/2006 and 2006/2007 secondary schools increased the number of lessons of foreign languages, especially with regard to the reform of the state school-leaving examination, and they started to apply up-to-date forms and methods of work. Schools also endeavour to prepare students for future work by strengthening terminology, developing communicative skills and to a lesser extent they try to prepare their students for internationally recognised examinations.

The majority of secondary schools adopted functional measures in order to improve the teaching of foreign languages in 2005-2007. The measures most frequently aimed at increasing the number of lessons for teaching foreign languages and introducing optional English lessons. Some of the measures focused on improving the material conditions of teaching. Only a minimal number of schools moved towards improving teaching in a comprehensive way and implemented measures targeted at the further education of teachers, applying modern contemporary methods, unifying classification and strengthening technical language. In the school year 2007/2008 measures were aimed at supporting instruction in schools, increasing teachers' qualifications and preparing the reformed school-leaving examination (maturita). The adopted measures were successfully implemented in 2007/2008 and as far as measures leading to the improvement of material conditions are concerned 100% success was reported.

The majority of schools had established guidance committees, commissions dealing with one subject or guidance associations for foreign language teaching. The content and scope of their work differs from school to school. Some secondary schools deal particularly with organisational matters – school trips, competitions or the selection of textbooks and drafting plans of topics to be taught. In some other schools teachers coordinate instruction on the basis of the developed school strategy for teaching foreign languages, uniform criteria for evaluations of students, and comparative tests. More and more schools taught foreign languages according to uniform sets of textbooks. In the school year 2006/2007 language teachers in SGSs were involved in developing school education plans (one third of secondary general schools). Insufficient cooperation of teachers was obvious mainly in schools where instruction was implemented by external trainers or pensioners. Teachers who worked together within guidance bodies strove to unify teaching documents and classification, the organisation of events, support of students with SEN, and the development of SEPs.

Observations of CSI in the school years 2007/2008 showed that secondary schools, when compared to the previous year, improved the consistency of foreign language teaching with basic schools. Almost 87% of SSs and even 90% of SGSs ensured the required consistency in 2007/2008. Almost all schools, with the exception of two schools, used, when ensuring the consistency of teaching, results arising from the observations relating to the requirements for consistency of teaching. They usually tested the language knowledge attained by pupils in basic schools – almost two thirds of secondary schools. Secondary schools also used previous classification – almost one quarter of schools. It must be said that admission examinations serve to ensure the consistency of teaching only exceptionally. Inspection observations in the school year 2007/2008 demonstrated that nearly 77% of schools evaluated the level of foreign language teaching on the basis of the results of testing of the “output” level of foreign language knowledge of pupils. Secondary general schools, secondary business academies, and hotel service related schools focused more on monitoring the output level than other schools, since students of these schools take a compulsory school-leaving examination in a foreign language.

In the school year 2006/2007 more than half of secondary schools participated in testing known as *Maturita nanečisto* (i.e. a trial version of a school-leaving examination), and a year later almost 65% of schools participated and as far as secondary general schools are concerned 80% of them took part in this kind of testing. In schools where a foreign language is not a compulsory subject of a school-leaving examination CERMAT testing was the most frequent manner of detecting the output level of students' knowledge of foreign languages. When assessing the output level of knowledge of foreign languages more than 32% of secondary schools used the Common European Framework of Reference. Schools' own comparative tests were used by 42% of secondary schools in the year 2007/2008. Apart from normal classification, secondary vocational schools usually do not assess the output level of the knowledge of their students. 71% of secondary schools monitored how their students find their place in society and how they compete in the labour market.

In the school year 2007/2008 moderate improvement in the share of university graduates was reported in comparison with the year 2005/2006. In the school year 2007/2008 about 75% of all English teachers and the same percentage of German teachers were university graduates. The proportion of teachers whose education corresponded with the subject they were teaching and the type of school where they were teaching was only 30% of English teachers and 38% of German teachers. The share of native speakers was very low in 2005/2006 (3% of all teachers of foreign languages in secondary schools) and their share in teaching accounted only for 0.3%. The share of native speakers increased thanks to the creation of better conditions for their hiring. Thus in 2007/2008 the share of native speakers, when compared to 2005/2006, was considerably higher. The proportion of native speakers in teaching English was 8% (nine teachers); however, there was only one native speaker teaching German and two native speakers teaching French.

Secondary general schools displayed the best conditions for teaching foreign languages as the share of teachers whose education corresponded to the subject and type of school varied in 2005/2006 from 82% (English) to 88% (French). All teachers in secondary general schools who teach foreign languages without appropriate university education (seven altogether) enhanced their professional qualifications in 2005/2006 and studied in higher education institutions. As regards other secondary schools the shares of teachers with appropriate education in the area of foreign languages in 2005/2006 were as follows: 46% (English), and 58% (German). In the school year 2007/2008 even better conditions as regards appropriately educated teachers were reported from 60% of the monitored secondary general schools, where staffing was evaluated as above-standard.

In the years 2005-2008 secondary schools responded to curricular reform and in comparison with previous years their participation in further education markedly increased. Teachers of secondary schools concentrated on changes arising from the reform of the content and objectives of language education. Teachers in secondary general schools and secondary technical schools, in compliance with the need for reform of the school system, participated in methodology related training courses. In the school year 2006/2007 teachers of languages were trained for work with students with SEN in eleven monitored secondary schools. Teachers of 11 SGSs and 16 STSs attended language courses. Several secondary schools stated that the provision of further education for teachers of the German language is not sufficient. Interest in further education is lower in SVSs, with the most frequent reason being difficulty in accessing training centres and the high number of external teachers.

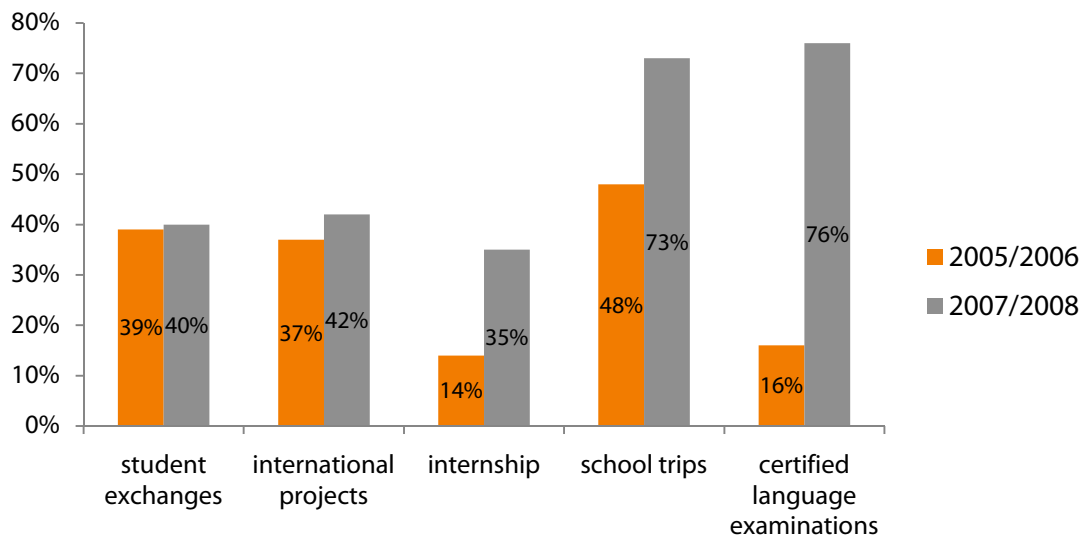
In the school year 2007/2008 CIS found that one third of unqualified teachers of English in secondary schools were completing their university qualifications for teaching English, 29% of unqualified teachers passed an international examination in English and 24% of unqualified teachers improved their knowledge of the English language by attending language courses. Unqualified teachers attended *JAME* and *MEJA* courses only very rarely.

47% of fully qualified English teachers participated in professional development. Almost one fifth of all English teachers in secondary schools participated in training courses designed to improve work with students with SEN in 2007/2008. As regards the group of university educated teachers qualified for teaching a certain language, 38% of English teachers attended courses aimed at students with SEN. Observations carried out in 2007/2008 showed that 41% of English teachers had some experience from an English-speaking country, 31% teachers participated in short-term studies in an English-speaking country. 23% were involved in EU projects focusing on English, and 18% participated in a visiting fellowship related to the English language.

As regards the German language, unqualified teachers only very rarely used an opportunity to further improve their knowledge of German in 2007 /2008. They neither attended *MEJA* nor *the Gate to Languages* courses. In the school year 2007/2008 58% of qualified German teachers participated in further education aimed at enhancing their knowledge of the German language. In total 29% of all German teachers in secondary schools in 2007/2008 participated in further education courses aimed at work with students with SEN. Findings also showed that more than 58% of German teachers gained some experience in a German speaking country, 52% of German teachers participated in short-term studies in a German speaking country, 27% were involved in EU projects implemented in the German language and one quarter of German teachers participated in visiting fellowships focusing on the German language.

The findings collected from observations carried out in 2005/2006 showed that students of secondary general schools most often participated in motivating activities organised by schools beyond their curricula. 43% of SSs cooperated with schools abroad and 37% of schools were involved in international projects. Students of 14% SSs participated in work placements and short term attachments abroad.

Diagram 8: Motivating activities implemented in the monitored secondary schools during 2005-2008



198 students received certified diplomas as their knowledge was very good. Despite the variety of activities one fifth of secondary schools did not offer any activity enabling their students to use their language skills in authentic situations. In the school year 2007/2008 inspections found that more than 13% of SSs excellently developed up-to-date methods of teaching for the development of key competences of students. It is positive that more than 23% of SSs in 2007/2008 were favourably evaluated with regard to the provision of

motivating activities for students. Students of 73% of SSs in 2007/2008 travelled abroad on a school trip aimed at getting to know new things. Students of 42% of SSs were directly involved in international projects. Students of almost two fifths of SSs participated in student exchange programmes. Students of 35% of SSs participated in internship. Students in more than three quarters of SSs took certified examinations – 48% of SSs were involved in English examinations and 29% in certified examinations in the German language.

Secondary schools in **Prague** made use of the *Socrates* and *Leonardo da Vinci* grant programmes and were also involved in an international internet project for teaching foreign languages - *eTwinning*¹⁰ and in a project of Central European secondary schools - *ACES*¹¹. Prague secondary schools draw on subsidies within the *Human Resources Development* (OP HRD) operational programme.

Secondary schools in the **Central Bohemian Region** used funds from the *Education for Competitiveness* operational programme for purchasing new computers and interactive boards for teaching foreign languages. They also organised secondments of their teachers abroad and intensively cared for gifted students.

Staffing and material and technical conditions often affect support of foreign languages in the **Pilsen Region**. There are not enough good teachers for teaching foreign languages who have graduated in the language concerned from the relevant faculty. Therefore schools have to offer languages according to the composition of teachers and not according to demand. Secondary schools in the Pilsen Region implemented projects of cross-border cooperation with Germany in order to support language education. Schools were, for example, involved in the students' exchange programmes organised by Czech and German schools under the name *TANDEM*, financed from the ESF. The Secondary Technical School and Secondary Vocational School in Horsovsky Tyn implemented a project *Teaching English, German and Mathematics in Secondary Schools in Classes with Integrated Students who have Special Educational Needs by Using Information and Communication Technologies*.

Secondary schools in the **Karlovy Vary Region** and in the **Usti Region** carried out cross-border projects in cooperation with Germany in order to support language education. Schools were also involved in *Socrates* and *Leonardo da Vinci* programmes and in activities carried out in the framework of OP DHR

As regards the **South Bohemian Region** partnership with foreign schools, in particular cooperation in projects (language and environmental), organisation of student exchanges and placements proved to be very beneficial.

The lack of qualified teachers of foreign languages persisted in the **Liberec Region**, where the English language is more and more in demand. Teaching methods, organisational forms and teaching activities which teach pupils more about a language and less to use it as a tool of communication in model authentic situations still prevail.

Secondary schools in the **Hradec Kralove Region** implemented projects of cross-border cooperation with a neighbouring country in order to support language education. As regards other forms of international cooperation schools used mostly EU funds, namely programmes making it possible to utilise grants, such as *Socrates* and *Leonardo da Vinci*. Further resources to cover this area were obtained through grant programmes financed by the Region. Projects aimed at developing international cooperation, the exchange of experience

¹⁰ In the framework of eTwinning students of secondary schools attain knowledge and learn to understand different cultures since they solve different tasks and collect data on a certain topic together with a native speaker.

¹¹ The Project for Central European Schools is coordinated by the Inter-cultural Centre in Vienna. ACES (Academy of Central European Schools) has been held for the second time and was initiated by the Austrian foundation Die Erste Österreichische Sparkasse Foundation. This year's topic is very blistering - To Learn to Live Together: Inter-cultural Dialogue in Europe. The projects offers schools a good chance to get partners from different European countries and at the same time to practice English, which is the common language of communication among all partners.

and improvement of language as well as learning competences of pupils and professional skills of teachers.

International projects were implemented in the **Pardubice Region** quite rarely; rather schools entered into international cooperation. All the visited secondary general schools and four secondary technical schools continued with student exchange programmes. If we take into account only the visited sample of schools, two secondary technical schools (STS and SVS in Pardubice-Polabiny, Podebradska 94 and the Private Secondary Technical School TRADING CENTRE s.r.o. in Litomyšl) have not yet entered into international cooperation. An example of good practice can be seen in the provision of the above-standard conditions for teaching focusing on future jobs with the possibility of developing knowledge of foreign languages in contracted workplaces abroad. Such exchanges are organised for students of the Secondary Hotel School Bohemia s.r.o. in Chrudim.

The Secondary School for Civil Engineering located in Jihlava, the **Vysocina Region**, implemented the *Digital Video in Teaching Vocational Subjects and Foreign Languages* project. The aim of the project was to create a teaching programme for vocational subjects and foreign languages.

Projects implemented by secondary schools in the **South Moravian Region** contributed mainly to the development of key competences and the enhancement of students' language knowledge.

The Secondary Business Academy in Prerov, the **Olomouc Region**, was involved in a project called *Teaching of Foreign Languages through Multimedia* implemented within the OP HRD. The project aimed at improving foreign language (English, German, French, and Spanish) education in secondary schools through teaching conversation by using multimedia.

As regards the **Moravian-Silesian Region**, secondary schools and their founders did their best to meet the requirements of the National Plan for the Teaching of Foreign Languages as well as the requirements placed on schools as a consequence of the new type of school-leaving examination in a foreign language (teachers concentrated on further education concerning foreign languages, on support and enhancement of material conditions, an individual approach towards students, new teaching methods, the shift in professional qualifications, and on projects). When compared to previous years, the whole area saw progress and is supported by a nation-wide language programme as well as by international, regional and individual projects of schools.

Projects focusing on professional short term attachments of students in different EU Member States are steady benefits for schools in the **Zlin Region**. Projects are supported by multi-cultural discussions, the promotion of regional identity and European coexistence. A good example may be the *TANDEM* projects of student exchanges organised by the Secondary General School in Uherske Hradiste.

C.2 Using ICT in Teaching

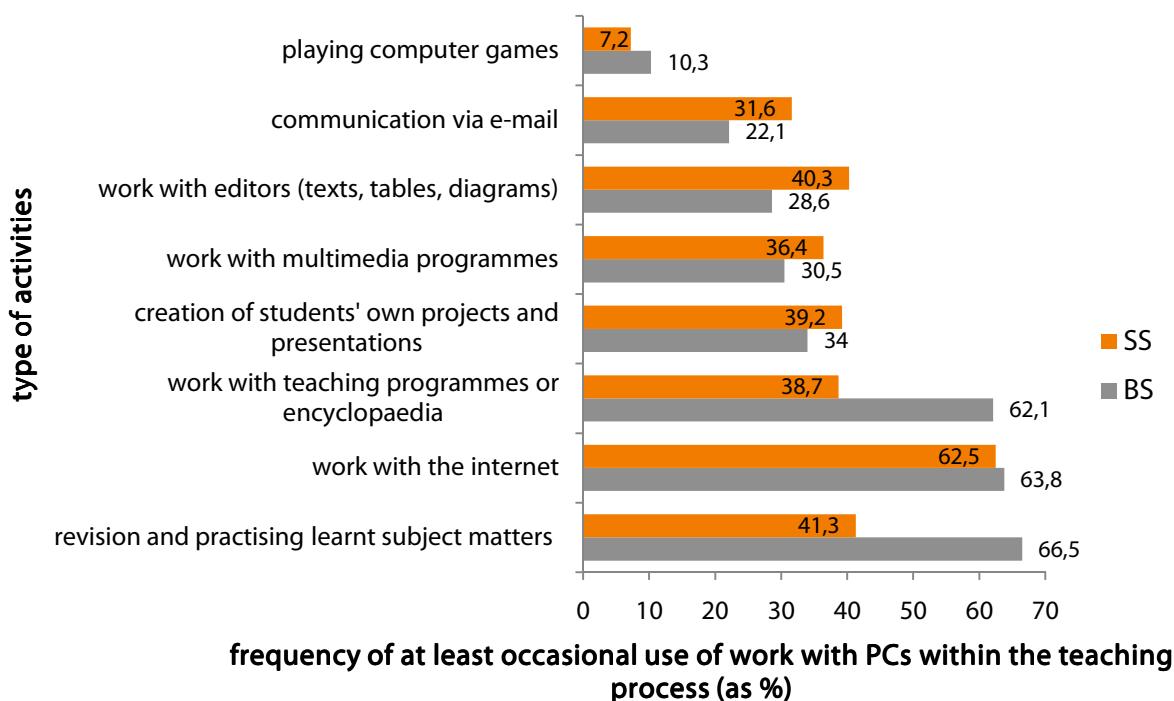
Utilisation of ICT in school education and related support of information literacy ranks among the priorities of the curricula reform in the Czech Republic. The position of ICT within the curricula is defined not only as an independent school subject but mainly as a tool for solving problems and as a basis for creating an educational environment. The ICT issue is included in the Framework Educational Programmes for individual levels of education.

C.2.1 Basic Education

Utilisation of information and communication technologies is today an inseparable part of the strategic objectives and planning of basic schools. Conceptual steps to be taken in this area are, as a rule, part of an ICT plan and the majority of schools, when organising teaching, take into account the use of ICT. Teachers in almost 54% of BSs completed a basic module of education in ICT in 2007/2008 and teachers of 35% of schools completed an extended module. Nevertheless, only less than 5% of BSs hired an ICT coordinator.

As regards comprehensive units in terms of their content and teaching methods schools usually plan to use teaching programmes supported by school management. However, inspections revealed that teaching itself does not fully correspond with the plans. Approximately one fifth of schools used ICT effectively and at a very good level. For example in mathematics lessons 23% of BSs schools used ICT at the primary level and 19% of BSs at the lower secondary level of basic education. For more detailed information concerning the use of computers in basic schools see Diagram 9.

Diagram 9: Forms of using computers within the teaching process in basic and secondary schools



The Czech School Inspectorate found that there were some problems concerning assessment of the impact ICT had on teaching and learning in less than half of schools. Although schools adopt measures aimed at developing and using ICT they have not yet implemented systematic work with results of self-evaluation, which should help increase the effectiveness of such measures.

In the basic schools visited in the school year 2007/2008 ICT education is considered to be, along with education towards implementation of SEPs, language education and school management, in general the most important area in terms of the professional development of teachers. All these are areas which closely relate to the schools' perceptions of their own needs. Education in ICT was less important for smaller schools than for all others.

C.2.2 Secondary Education

As in basic schools support of ICT development was usually defined in their strategic objectives in all types of secondary schools and it was reflected also in planning. ICT hardware as well as software were apparently better in secondary schools than in basic schools. ICT development and their utilisation in teaching were mostly affected by the quality of conceptual steps incorporated in ICT plans or in the strategic planning of schools and by work with self-evaluation results. CSI also found that the methodological skills of teachers are irreplaceable when applying ICT in teaching.

Material conditions, the size of school and size of a school building were other factors influencing the use of ICT. In almost 36% of SSs in 2007/2008 students' work with ICT was very beneficial for the development of their personalities. Only about 16% of SSs used ICT very effectively and nearly 35% of SSs used such technologies in a perfect way for the assessment of students and for getting relevant feedback. In almost 47% mathematics lessons students effectively worked with ICT and used appropriate software. Teachers in more than 46% of SSs in 2007/2008 completed a basic ICT module and almost 43% of teachers completed an extended module. ICT coordinators were available only in 3% of secondary schools.

C.2.3 ICT Impact on the School Climate

It is clearly apparent that the school climate is influenced by the introduction of new information and communication technologies in our schools. This situation was confirmed by observations, interviews and some other experiences gained within long-term monitoring of the school climate carried out by the Czech School Inspectorate. However, it is important to realise that implementation of state-of-the-art ICT does not have a direct impact but rather its influence is indirect.

Challenging influence of ICT:

- A high level of material and technical background including implementation of state-of-the-art ICT increases the overall prestige and image of a school
- Implementation of state-of-the-art ICT as an important manifestation of customer orientation of a school is not purposeless but it means using such educational methods which are closely related to the young generation. At the same time it represents new challenges for educational work concerning the development of key competences of students, such as work with technologies (the second literacy) and work with information (the third literacy).
- Implementation of state-of-the-art ICT strengthens the controlling function of an organisation and the content of education, both the managerial and didactical levels, which considerably affects school ethics and education towards necessary habits in relationships between students as well as between students and teachers.
- In the course of education school uses optimal prerequisites and a unique opportunity to make individualised work of children with PC outside schools more social, to replace e-communication with social communication, to suppress negative types of behaviour (aggression), to diminish some manifestations of computer abuse or (in contrast) phobias of using technology occurring among a part of young population.
- Experience shows that implementation of state-of-the-art ICT does not lead to physical damage (vandalism) but it contributes to a responsible approach of students (as well as teachers) towards the school environment and to respect for school assets.

Negative impacts:

- Implementation of new technologies in schools, however, has a range of negative impacts on the deteriorating climate, for example when the equipment of a school does not correspond to the possibilities a child has at home.
- Stressful influences are predominantly linked to insufficient knowledge and skills of, especially, older teachers. The level of fresh graduates of pedagogical faculties varies and is also considered to be problematic. It often leads to the strengthening of a feeling that teachers do not keep up with their students in this area or to a compensating unnatural emphasis on their authority in other aspects of teaching or the life of a school.
- Ill-considered utilisation of information and communication technologies is counterproductive for the organisation of the democratic life of a school and for a creative approach towards teaching and it usually incites negative reactions not only among students.

Part D
Elaboration and Implementation of Quality Assurance
Systems, Evaluation Methods and Schools' Self-evaluation

D. Elaboration and Implementation of Quality Assurance Systems, Evaluation Methods and Schools' Self-evaluation

D.1 School Self-evaluation

D.1.1 Pre-school Education

Evaluation of individual institutions made in the school year 2007/2008 demonstrated again that the development of internal control systems and school self-evaluation rank among the most difficult activities of school managers, mainly in kindergartens with capacities for higher numbers of children. Only one quarter of the monitored schools achieved a very good level in this area. In contrast to this inspections revealed serious problems concerning the method of self-evaluation in 15% of schools and both partial and frequent deficiencies were ascertained in three fifths of schools. A good signal was the fact that head teachers were motivated by new experience to direct their activities, including education activities, to the gradual development of skills in how to use self-evaluation for enhancing the quality of schools.

In compliance with self-evaluation results 58% of kindergartens adopted effective measures aimed at increasing the level of pre-school education and in 68% of schools such results became supporting data for drafting annual reports describing the activities of schools. Almost 70% of kindergartens set objectives of their self-evaluation in school education programmes. The developed tools of self-evaluation were included in SEPs of 61% of kindergartens. (For more details see Table 43.)

Table 43: School self-evaluation in school education programmes of kindergartens

| Indicator | Kindergartens (as%) |
|---|---------------------|
| School has specified self-evaluation areas | 61 |
| School has specified self-evaluation objectives | 70 |
| School has specified self-evaluation criteria | 51 |
| School has developed self-evaluation tools | 61 |
| School has prepared self-evaluation schedule | 59 |

Another good signal is that kindergartens started to actively use results of their self-evaluation and internal control system for enhancing the quality of education and school activities as a whole. (See table 44.)

Table 44: Use of school self-evaluation results

| Indicator | Kindergarten (as%) | |
|---|--------------------|-----------|
| | fully | partially |
| School uses self-assessment results for enhancing quality of education | 58 | 23 |
| Self-assessment has provided supportive data for annual reports | 68 | 14 |
| Results arising from internal control systems are supportive data for adopting measures aimed at enhancing quality of schools | 64 | 19 |

D.1.2 Basic Education

Self-evaluation and internal control systems were maximally effective in more than 32% of the monitored basic schools. Almost three quarters of basic schools used results of self-evaluation for improving the quality of education and more than 74% of BSs utilised such results as supportive data for drawing up their annual reports. Measures aimed at enhancing the quality of schools were adopted on the basis of results of internal control systems by more than 78% of basic schools.

The majority of basic schools monitor the quality of teachers' work in the direct teaching process. In more than 32% of the total number of monitored basic schools CSI found that their self-evaluation and internal control systems were extraordinarily efficient. Almost 47% of basic schools break down self-evaluation into individual areas of education (language education, natural science education, instruction in mathematics and the Czech language, and reading) and use the conclusions for education quality management in the aforementioned areas.

Only less than 9% of BSs excelled when working with self-evaluation results of foreign language teaching while self-evaluation results pertaining to the area of social sciences were used at a very good level by almost 17% of schools. More than one fifth of basic schools worked positively with self-evaluation results arising from teaching mathematics. 28% of BSs used professional tests as a tool of self-evaluation for improving the quality of teaching of mathematics at an extraordinarily good level. The developed tools of self-evaluation were included in SEPs of 83% of basic schools. (For more information see Table 45).

Table 45: School self-evaluation in school education programmes of basic schools

| Indicator | Frequency (as%) |
|---|-----------------|
| School has specified self-assessment areas | 86 |
| School has specified self-assessment objectives | 80 |
| School has specified self-assessment criteria | 71 |
| School has developed self-assessment tools | 83 |
| School has prepared self-assessment schedule | 75 |

Management of basic schools has begun to actively use results of self-evaluation and internal control systems for enhancing the quality of education and activities of schools as a whole (see Table 46).

Table 46: Use of school self-evaluation results

| Indicator | Frequency (as%) | |
|---|-----------------|-----------|
| | fully | partially |
| School uses self-assessment results for enhancing quality of education | 75 | 12 |
| Self-assessment has provided supportive data for annual reports | 74 | 12 |
| Results arising from internal control systems are supportive data for adopting measures aimed at enhancing quality of schools | 78 | 13 |

CIS found that in more than 32% of the total number of monitored schools self-evaluation and internal control systems were very efficient. Active work with results of self-evaluation leads to improving the staffing of schools. Almost all basic schools provide information on the means and conditions of admitting children and pupils. 98% of basic

schools provide assistance to pupils who have changed an education programme. More than 97% of basic schools set clear rules for evaluating the results of education achieved by their pupils (see Table 47).

Table 47: Admission to education and education evaluation rules

| Indicator | Basic school |
|---|--------------|
| School provides information on the provision of education (%) | 99 |
| School provides information on the manner of admitting children and pupils (%) | 99 |
| School has specified rules for evaluation of education results of children and pupils (%) | 98 |
| Number of impulses contained in complaints concerning evaluation and classification of pupils | 36 |
| - of them justified impulses | 14 |

D.1.3 Secondary Education

Self-evaluation and internal control systems were extraordinarily efficient in more than 32% of schools. Almost three quarters of secondary schools used self-evaluation results for improving the quality of education and more than 77% of schools utilised such results for drafting their annual reports. Measures aimed at enhancing the quality of a school were adopted on the basis of results of internal control systems by almost 80% of secondary schools.

More than three fifths of secondary schools break down their self-evaluation into individual areas of education (such as natural sciences, social sciences and so forth). 63% of SSs use self-evaluation for quality management in education. The level of evaluation and work with the obtained results was excellent in 19% of schools. Management of secondary schools has gradually acquired skills on how to actively use the results of self-evaluation and internal control systems for enhancing the quality of education and activities of a school as a whole (see Table 48).

Table 48: Use of school self-evaluation results

| Indicator | Frequency (as%) | |
|---|-----------------|--------|
| | fully | partly |
| School uses self-assessment results for enhancing quality of education | 74,9 | 12,9 |
| Self-assessment has provided supportive data for annual reports | 77,1 | 8,9 |
| Results arising from internal control systems are supportive data for adopting measures aimed at enhancing quality of schools | 79,8 | 12,6 |

Active work with self-evaluation results also leads to improvement of the composition of the staff in a school. All secondary schools provide information on the means and conditions concerning the admission of new students.

Table 49: Admission to education and education evaluation rules

| Indicator | Secondary school |
|---|-------------------------|
| School provides information on the provision of education (%) | 100 |
| School provides information on the manner of admitting children and pupils (%) | 100 |
| School has specified rules for evaluation of education results of children and pupils (%) | 96 |
| Number of impulses contained in complaints concerning evaluation and classification of pupils - of them justified impulses | 50 8 |

89% of secondary schools provide assistance to students who have changed an education programme. 96% of secondary schools set clear rules for evaluating the results of education achieved by their pupils (see Table 49). More than 95% of secondary schools take into account evaluations of a pupil from a previous school.

Part E
Increasing of Professionalism and Improving Working
Conditions of Pedagogical Staff

E. Increasing of Professionalism and Improving Working Conditions of Pedagogical Staff

E.1 Staffing of Schools

When evaluating the human resources area in relation to pedagogical staff the Czech School Inspectorate used the provisions of Act No. 563/2004Coll. Staffing was evaluated as above-average in 26% of kindergartens, 28% of basic schools and the same percentage of secondary schools. Conditions were assessed as standard in 66% of kindergartens, 67% of basic schools and 68% of secondary schools. Sub-standard conditions displaying personnel risks were ascertained in 8% of kindergartens, 5% of basic schools and in 5% of secondary schools.

The overall development of staffing in the visited schools was assessed as less-favourable and, as regards some indicators, even as risky (see Table 50).

Table 50: Selected indicators of staffing development in the years 2005/2006 – 2007/2008

| Monitored indicators | 2005/2006 | | | 2006/2007 | | | 2007/2008 | | |
|--|-----------|--------|--------|-----------|--------|--------|-----------|--------|--------|
| | KG | BS | SS | KG | BS | SS | KG | BS | SS |
| Number of selection interviews for a head teacher * | | | | 175 | 256 | 46 | 132 | 229 | 51 |
| Head teacher satisfies qualifications requirements (%) | | | | | | | 95,2 | 99,1 | 99,8 |
| Number of teachers | 2 406 | 15 534 | 10 891 | 2 487 | 15 866 | 11 056 | 2 618 | 16 478 | 12 205 |
| - of them females (%) | 99,9 | 83,1 | 60,5 | 99,5 | 82,9 | 60,2 | 98,7 | 82,9 | 60,7 |
| Average age of teachers | 43,5 | 42,5 | 44,4 | 43,8 | 42,5 | 44,4 | 44,2 | 42,7 | 44,6 |
| Share of professionally qualified teachers (%) | 92,6 | 82,8 | 81,0 | 91,0 | 82,9 | 82,6 | 90,5 | 82,9 | 81,9 |
| Share of teachers - specialists (%) | 6,7 | 9,0 | 5,7 | 7,2 | 10,0 | 6,3 | 5,5 | 10,7 | 7,3 |
| Share of teachers- beginners (%) | 3,4 | 3,1 | 3,9 | 3,3 | 3,3 | 3,2 | 3,6 | 3,4 | 3,7 |

*The figure is evaluated for the whole Czech Republic, more details on the situation in regions see Table P 4, Annex 4. Other indicators demonstrate the situation in the visited schools.

The ascertained data show, for example, that schools are not able to lower the average age of teachers, which has not been markedly changed within the last three years. The number

of teachers-beginners has been low for a long period of time. A low proportion of male teachers in the total number of pedagogical staff is not deemed to be satisfactory, especially if basic schools are considered.

The majority of schools assess possible personnel risks for the implementation of SEPs. The attention which is paid to the induction of new teachers is appropriate; schools, in the majority of cases, have introduced and are currently using a system aimed at supporting young teachers until they have three years of teaching practice. School managements endeavour to match the interests of teachers in their professional development. Head teachers recognise the importance of further education for teachers and organise it so that such education corresponds to the needs of schools relating to meeting their SEPs.

Table 51: Evaluation of care for staffing development

| Monitored indicator | KGs | BSs | SSs |
|---|------|------|------|
| Monitoring and assessing staffing risks for implementation of SEPs | 86 % | 97 % | 96 % |
| Support of professional development of pedagogical staff by school managements | 90 % | 98 % | 99 % |
| Further education focuses on supporting implementation of SEPs/innovation and preparation of SEPs | 65 % | 86 % | 88 % |

A particular part of the teaching profession, especially those involved in pre-school and basic education, feel that they are not sufficiently remunerated and their profession is not adequately appreciated by the general public. This situation unfavourably affects the motivation of young teachers. Therefore some teacher-beginners leave especially basic schools and fresh graduates of pedagogical faculties do not take up teaching jobs.

Research into and assessment of the human resources area in the visited schools in relation to children and pupils show that the number of children enrolling for pre-school education has been dynamically growing during the last three years and in the school year reviewed it was 7% higher than in 2005/2006. The number of pupils who were to start basic education has not changed within the same period. Secondary schools reported only moderate growth (0.3%) in the school year 2006/2007. However, in the following school year, schools saw an increase of 11%.

E.2 Further Education of Pedagogical Staff

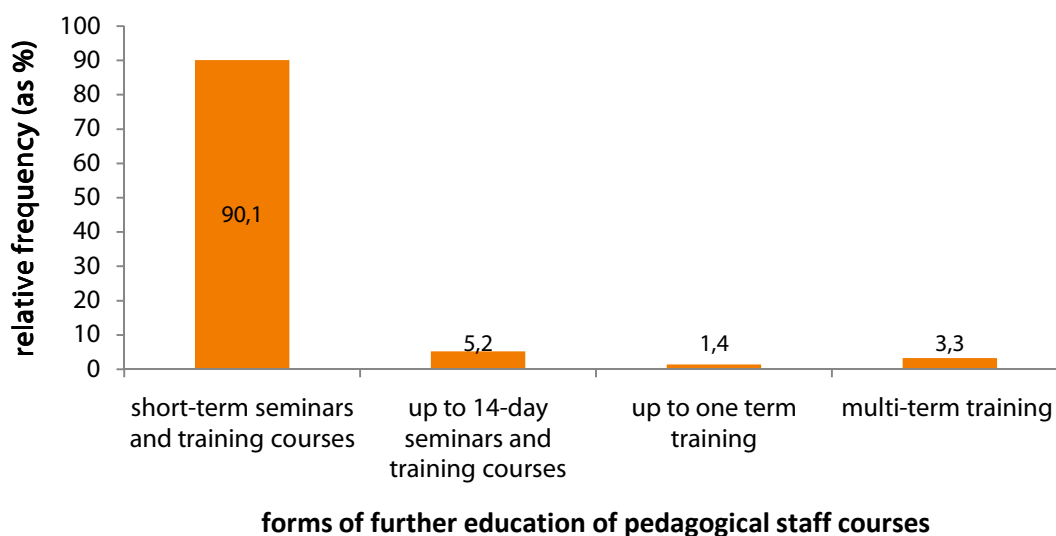
Inspection findings have proved that schools use, when selecting further education courses, the needs of schools and the interest of pedagogical staff in the courses offered as the most important criteria. Selection of a specific institution of further education is conditional upon such criteria. Another significant selection criterion is the organisation of training courses including their price and timetable. It has been found that prices of courses are more limiting for secondary schools than for basic schools. The importance of course fees for the school's choice is declining with the growing number of pupils, i.e. schools with higher numbers of pupils have more budget funds available. Expenditure on further education incurred in the visited schools during the previous years is included in Table 52.

Table 52: Expenditure of schools on FEPS (in CZK)

| Type of school | Total further education in 2006 | of which from the state budget | Total further education in 2007 | of which from the state budget |
|---------------------------------|---------------------------------|--------------------------------|---------------------------------|--------------------------------|
| Kindergartens | 1 107 059 | 1 010 556 | 1 084 106 | 1 038 449 |
| Kindergartens and basic schools | 1 508 158 | 1 479 020 | 1 545 695 | 1 343 706 |
| Basic schools | 5 877 266 | 5 509 959 | 4 963 838 | 4 574 058 |
| Basic artistic schools | 192 033 | 26 200 | 236 685 | 0 |
| Secondary general schools | 1 181 950 | 1 013 462 | 874 002 | 640 730 |
| Secondary schools | 2 270 517 | 1 840 870 | 1 863 734 | 1 492 812 |
| School facilities | 69 632 | 69 222 | 45 923 | 45 923 |

Teachers of basic schools represent the largest share in courses and seminars of further education – if taking into account all participants the courses are annually attended by approximately two thirds of basic school teachers. On the other hand, the share of participants coming from secondary and special schools does not reach 50%. The relative share of participants from schools established by municipalities or regions is higher than those teaching in private or church schools.

Head teachers and mostly also pedagogical staff unambiguously prefer short-term seminars and training courses to other forms of further education (see Diagram 10). Such a preference relates mainly to the difficulties of covering for missing teachers in schools.

Diagram 10: Preference of forms of further education courses

As far as the topics are concerned, participants are mainly interested in courses aimed at developing school education programmes, language or ICT education and in seminars relating to innovation in the educational content.

Among the largest obstacles hindering teachers from wide participation in further education schools include in particular the lack of financial resources, problems covering for missing teachers in the education process and difficulties with transportation from smaller municipalities.

E.2.1 Pre-school Education

Compliance of a further education plan with implementation of the school education programme and needs of the school was respected by 78% of the total number of 314 visited kindergartens.

Head teachers of kindergartens pay careful attention to the topic of health and safety and education towards health and a healthy life style. 98% of schools trained their employees to understand legal and other regulations in accordance with Section 103 (2) of the Labour Code. Teachers of more than 90% of kindergartens have been trained in providing first aid under Section 102 (6) of the Labour Code and 75% of schools have available a trained health assistant for emergency situations. The overall concept and organisation of further education aimed at education towards health ranks among the principal areas of pre-school education. CSI evaluated 28% of school as excellent, 57% of schools as standard and 15% of schools were evaluated as sub-standard.

Almost half of the monitored kindergartens offer children foreign language instruction. Although there are not enough qualified teachers or external trainers at this level of education only less than 6% of full-time teachers decided to extend their knowledge of foreign languages.

E.2.2 Basic Education

Out of the total number of 546 visited basic schools 93% of schools had developed their plans for the further education of pedagogical staff. Of this number the plan of further education corresponded to the needs of the school and the content of the school education plan in 92% of schools.

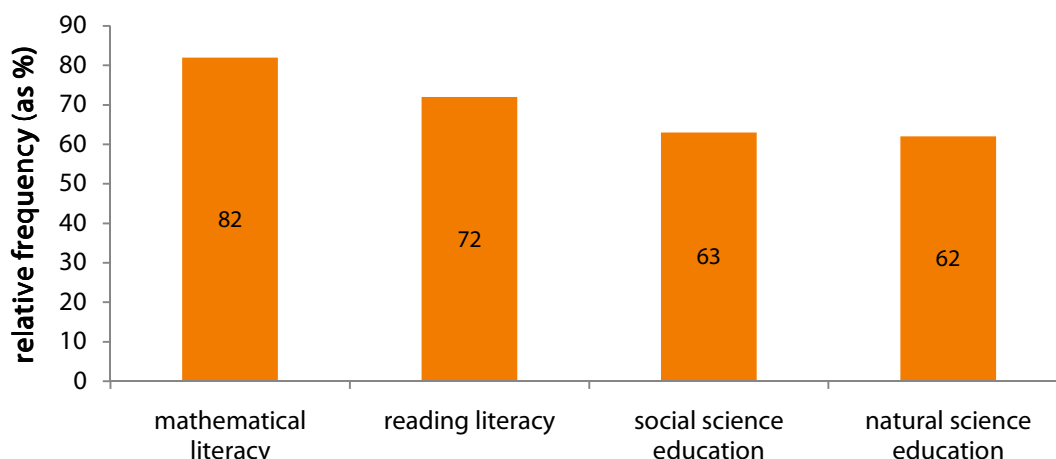
The Czech School Inspectorate evaluated plans of further education as being excellent in 23% of schools, in 69% of schools plans had a standard level and sub-standard plans were identified in 8% of schools. In the school year reviewed the content of further education was oriented towards key competences in basic schools and it was mainly mathematical and reading literacy which was paid attention to (see Diagram 11). This only confirms previous CSI findings that schools appropriately react to the results of international surveys (such as the PISA survey¹²).

Basic schools similarly to kindergartens pay attention to health and safety in schools. 99% of the visited schools trained their employees in legal and other regulations under Section 103 (2) of the Labour Code. Teachers of 95% of schools have been trained in providing first aid pursuant to Section 102 (6) of the Labour Code and 78% had at their disposal a health assistant trained for emergency situations. The overall concept and organisation of further education aimed at education towards health, which ranks, at the primary level of basic schools, among the priority areas, was evaluated by CSI as excellent in 29% of school, 65% of schools had a standard level in this area while 6% of schools were assessed as sub-standard.

¹² For more information see:

Reading literacy as a basis of quality education (Report on a Specific Topic), CSI, Prague, March 2008.
Mathematical literacy not only for mathematics (Report on a Specific Topic), CSI, Prague, June 2008.

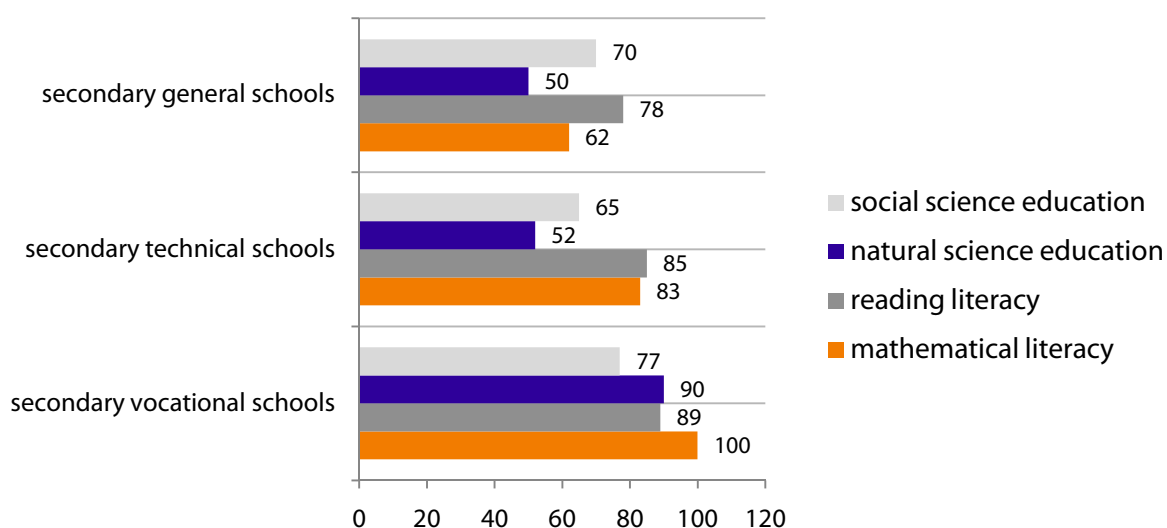
Diagram 11: Establishment of key competences of basic school pupils incorporated in further education



E.2.3 Secondary Education

As regards secondary education 97% of the visited secondary general schools (SGS) had a plan of FEPS. A plan was also available in 92% of secondary technical schools (STS) and 80% of secondary vocational schools (SVS). Of this number 98% of plans of STS were in compliance with the needs of schools, innovations in the education content and preparation of school education programmes. The same applies to 94% of SGSs and 88% of SVSs. The data in Diagram 12 demonstrate how preparation of teachers for establishing key competences was incorporated in the plans. The data also confirm that like basic schools secondary schools pay careful attention to reading and mathematical literacy.

Diagram 12: Establishment of key competences of secondary school pupils incorporated in further education



The Czech School Inspectorate found that one third of unqualified English teachers working in the monitored schools were completing their professional qualifications in this area. 29% of unqualified teachers passed an international English examination and 24% were improving their knowledge of English on language courses. 47% of qualified English teachers

were deepening their knowledge of English within further education training courses. Almost one fifth of all teachers of the English language in the reviewed schools participated in further education for work with students displaying special educational needs.

E.2.4 Some Regional Specificities of the Further Education of Pedagogical Staff

The **South Moravian Region** – further education focused on the development of SEPs in basic education and professional preparation in accordance with teaching qualifications of teachers. In previous years teachers preferred courses aimed predominantly at developing and supporting ICT in teaching.

The **Liberec Region** – apart from decreasing expenditure on further education participation of teachers in further education courses has been negatively affected by other problems such as problems covering for missing teachers, in particular in pre-school facilities.

The **Olomouc Region** – further education focuses on the preparation of reformed school-leaving (maturita) and final examinations and on innovation in didactic procedures.

Prague – some unqualified teachers have been postponing their studies which would allow them to obtain relevant professional qualifications.

The **Usti Region** – as regards further education the differences between schools in towns and small villages has displayed a gap. Operational and economic conditions adversely affected the possibility to participate in seminars. Teachers started to use different forms of self-study and internet programmes. Language education has been neglected for a long time.

The **Hradec Kralove Region** – training courses aimed, in particular, at innovation in the education content as well as at methods and forms of teaching.

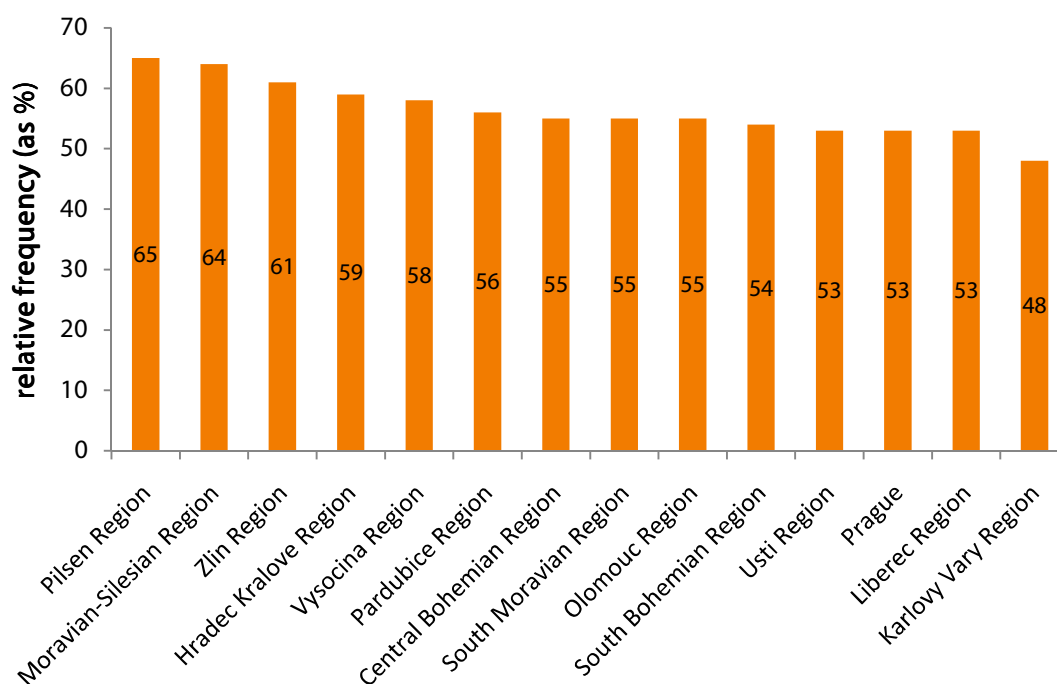
The **Pardubice Region** – further education was oriented in the monitored schools especially towards learning foreign languages and ICT.

The **Vysocina Region** – participation of teachers in further education causes organisational problems relating to the coverage of lessons. In some kindergartens insufficient number of further education courses adversely influenced the development and implementation of SEPs, the level of such programmes as well as innovation in the educational content.

The **South Bohemian Region** – further education concentrated mainly on foreign language teaching. Schools made use of The *Gate to Languages* project and teachers teaching at the primary level of basic schools usually patented MEJA language courses. The most active schools obtained financial resources from the European Structural Funds.

Participation of pedagogical staff in further education assessed according to types of schools does not differ very much. The data in the following Diagram 13 indicate differences in options of individual regions rather than the approach of schools towards further education.

Diagram 13: Average share of pedagogical staff of the visited schools participating in further education courses



E.3 Payroll Conditions – Remuneration of Pedagogical Staff

Evaluation of personnel expenses showed that 90.91% of the total amount of payroll expenditure of CZK 1,893,119,807 incurred in 2006 was covered from the state budget. Of the total payroll expenditure 94.8% was earmarked for pedagogical staff. In 2007 resources for salaries amounted to CZK 1,959,379,000, of which 89.88% was covered from the state budget.

Table 53: Analysis of payroll conditions

| Indicator | Figures in CZK | |
|---|----------------|---------------|
| | Year 2006 | Year 2007 |
| Total payroll resources | 1 893 119 807 | 1 959 379 000 |
| Payroll resources – of which covered from the state budget | 1 721 018 006 | 1 781 253 637 |
| Total resources for salaries of pedagogical staff | 1 631 911 889 | 1 711 875 572 |
| Resources for salaries of pedagogical staff – of which unclaimable components of salaries | 104 658 165 | 109 891 073 |
| Average salary of pedagogical staff | 22 918 | 24 064 |
| Other payments for performed work – total | 42 954 257 | 43 101 970 |
| Other payments for performed work – of which from the state budget | 27 363 700 | 29 731 885 |
| Other payments for work performed by pedagogical staff – total | 17 733 713 | 21 620 399 |

95.4% of the total number of employees were remunerated in the monitored schools from resources of the state budget in 2006. Of these employees (recalculated 6,257.890) there were 71.25% of pedagogical staff for whom 94.82% of resources were used for salaries paid

from the state budget. The total amount for salaries was CZK 1,893,119,807 and the proportion of state budget funds accounted for 90.9%.

Total payroll resources paid from the state budget amounted to CZK 1,721,018,006, of which those salary items which cannot be legally claimed totalled CZK 104,658,165, which was 6.08%.

In 2007 in total CZK 1,959,379,000 were used for salaries, of which CZK 1,781,253,637 were paid from the state budget, which accounted for 89.88%. As regards employees of evaluated schools 91.36% of them were remunerated from the state budget. Of these employees (recalculated 6257,890) pedagogical staff accounted for 69.25%.

Total resources for salaries covered by the state budget amounted to CZK 1,781,253,637, of which the amount of CZK 109, 891, 073, i.e. 6.17%, was used for those salary items which cannot be legally claimed.

Resources for salaries increased in 2007, if compared to 2006, by 3.5%, of which salaries of pedagogical staff increased by 4.9%.

Financial resources for remunerating other than pedagogical staff show a downward trend. In order to effectively use payroll resources small schools began to make use of outsourcing (in particular payroll and accounting).

Table 54: Further education of pedagogical staff – expenditure covered by the state budget in 2006

| Type of school | Number of pedagogical staff (number of areas) | Education and training | Further education | Share of further education in education and training | Training and education per teacher | Further education per teacher |
|---------------------------------------|---|------------------------|-------------------|--|------------------------------------|-------------------------------|
| Kindergartens | 785 | 1 107 059 | 1 010 556 | 91,3 | 1 410 | 1 287 |
| KG and BSs | 781 | 1 508 158 | 1 479 020 | 98,1 | 1 931 | 1 894 |
| Basic schools | 3 215 | 5 877 266 | 5 509 959 | 93,8 | 1 828 | 1 714 |
| SGSs | 805 | 1 181 950 | 1 013 462 | 85,7 | 1 468 | 1 259 |
| Secondary schools | 1 257 | 2 270 517 | 1 840 870 | 81,1 | 1 806 | 1 464 |
| SSs and tertiary professional schools | 68 | 108 970 | 53 330 | 48,9 | 1 603 | 784 |
| Tertiary professional schools | 25 | 33 725 | 13 000 | 38,5 | 1 349 | 520 |
| Basic artistic schools | 103 | 192 033 | 26 200 | 13,6 | 1 864 | 254 |
| Children's homes | 284 | 552 203 | 552 203 | 100,0 | 1 944 | 1 944 |
| School facilities | 46 | 69 632 | 69 222 | 99,4 | 1 514 | 1 505 |
| Total | 7 369 | 12 901 513 | 11 567 822 | 89,7 | 1 751 | 1 570 |

The amount of CZK 4,136, 400 was paid from the state budget for the training and education of pedagogical staff working in the monitored institutions. Of this amount CZK 3,228,343 was used for the further education of pedagogical staff.

3,404 teachers from the evaluated institutions participated in further education and the amount paid for such training courses was CZK 3,228,343.

Expenditure on training and education including the further education of pedagogical staff includes only resources provided to schools and school facilities from the state budget as a subsidy for activities (Section 160 through 162). The amount does not include resources which are provided to schools and school facilities within programme financing (Section 163). The further education of pedagogical staff provided within programme financing focused mainly on increasing the computer literacy of teachers and extending education concerning new methods of work – school education programmes and similar issues.

The average contribution from the state budget to be used for training and education amounted to CZK 1,751, of which for the further education of pedagogical staff there was an amount of CZK 1,519 per teacher.

Table 55: Further education of pedagogical staff – expenditure covered by the state budget in 2007

| Type of school | Number of pedagogical staff (number of areas) | Education and training | Further education | Share of further education in education and training | Training and education per teacher | Further education per teacher |
|---------------------------------------|---|------------------------|-------------------|--|------------------------------------|-------------------------------|
| Kindergartens | 758 | 1 084 106 | 1 138 449 | 105,0 | 1 431 | 1 503 |
| KG and BSs | 754 | 1 545 695 | 1 343 706 | 86,9 | 2 051 | 1 783 |
| Basic schools | 3 295 | 4 963 838 | 4 574 058 | 92,1 | 1 506 | 1 388 |
| SGSs | 825 | 874 002 | 640 730 | 73,3 | 1 059 | 777 |
| Secondary schools | 1 288 | 1 863 734 | 1 492 812 | 80,1 | 1 447 | 1 159 |
| SSs and tertiary professional schools | 66 | 100 486 | 142 032 | 141,3 | 1 531 | 2 164 |
| Tertiary professional schools | 24 | 13 540 | 13 540 | 100,0 | 561 | 561 |
| Basic artistic schools | 99 | 236 685 | x | x | 2 381 | x |
| School facilities | 44 | 45 923 | 45 923 | 100,0 | 1 035 | 1 035 |
| Children's homes | 274 | 463 323 | 394 532 | 85,2 | 1 691 | 1 440 |
| Total | 7 428 | 11 191 332 | 9 785 782 | 87,4 | 1 507 | 1 317 |

Table 56: Further education of pedagogical staff – development of expenditure in 2006 and 2007

| Type of school | Training and education 2006 | Training and education 2007 | Indicator development | Further education covered by the state budget 2006 | Further education covered by the state budget 2007 | Indicator development |
|---------------------------------------|-----------------------------|-----------------------------|-----------------------|--|--|-----------------------|
| Kindergartens | 1 107 059 | 1 084 106 | 0,979 | 1 010 556 | 1 138 449 | 1,127 |
| KG and BSs | 1 508 158 | 1 545 695 | 1,025 | 1 479 020 | 1 343 706 | 0,909 |
| Basic schools | 5 877 266 | 4 963 838 | 0,845 | 5 509 959 | 4 574 058 | 0,830 |
| SGSs | 1 181 950 | 874 002 | 0,739 | 1 013 462 | 640 730 | 0,632 |
| Secondary schools | 2 270 517 | 1 863 734 | 0,821 | 1 840 870 | 1 492 812 | 0,811 |
| SSs and tertiary professional schools | 108 970 | 100 486 | 0,922 | 53 330 | 142 032 | 2,663 |
| Tertiary professional schools | 33 725 | 13 540 | 0,401 | 13 000 | 13 540 | 1,042 |
| Basic artistic schools | 192 033 | 236 685 | 1,233 | 26 200 | 0 | 0,000 |
| School facilities | 69 632 | 45 923 | 0,660 | 69 222 | 45 923 | 0,663 |
| Children's homes | 552 203 | 463 323 | 0,839 | 552 203 | 394 532 | 0,714 |
| Total | 12 901 513 | 11 191 332 | 0,867 | 11 567 822 | 9 785 782 | 0,846 |

Expenditure on training and education in 2007, including the further education of pedagogical staff, encompasses only resources provided to schools and school facilities from the state budget as subsidies for activities (Sections 160 through 162). The amount does not include funds provided to schools and school facilities within programme financing (Section 163).

The average contribution from the state budget to be used for training and education amounted to CZK 1,507, of which CZK 1,317 per teacher was for further education of pedagogical staff.

The year-by-year development of expenditure on education covered from subsidies displays reviewed a decrease in the period. Such a decline was caused by terminating some education activities (SIPVZ, school self-evaluation, framework and school education programmes, and key competences) as well as by increasing expenditure on education in the framework of programme financing.

Part F
Use and Benefits of Development Projects within Activities
of Schools in Individual Regions

F. Use and Benefits of Development Projects within Activities of Schools in Individual Regions

The Czech School Inspectorate also tried to find out the extent to which schools are involved in projects implemented at regional, national and international levels. CIS did not undertake a detailed analysis, but the benefits of such projects were evaluated and included in observation reports describing the course and results of education.

Implemented projects were based on the Long-term Policy Objectives of Education and the Development of the Educational System in individual regions and covered mainly the following topics: prevention of pathological social phenomena, multicultural education and education towards citizenship, environmental education, personal development of children and pupils, further education of pedagogical staff, and enhancement of ICT teaching.

Projects proved to be valuable tools for establishing and extending competences laid down in the education programmes of schools. Thanks to projects schools also received funds, improved their economic situation, gained new experience, and increased the quality of their educational processes.

F.1 Pre-school Education

Kindergartens were gradually learning how to apply for targeted projects and started to enter into grant programmes. In doing so, they were not, however, always successful. Kindergartens were mostly involved in projects aimed at education towards health. Projects also covered prevention, health and the environment (the *Healthy Life Style* project). Furthermore, projects carried out by kindergartens focused on developing the social and communication competences of children. Kindergartens located in the borderland were involved in projects aimed at cooperation with kindergartens from neighbouring countries with a view to exchanging professional as well as personal experiences between teachers and to make children familiar with their peers and the customs/habits of the neighbouring country. Projects in small municipalities were launched with the aim of improving equipment and other resources and of modernising the interiors of schools but also, for example, installing environmentally friendly heating of public premises. Some projects drawn up directly by kindergartens focused on implementing or supplementing school education programmes (environmental education, prevention of pathological social phenomena). Kindergartens also used projects financed by municipalities (usually by larger towns). Some projects quite frequently aimed at improving school equipment, aids, devices and the environment in classrooms, and last but not least new layouts of gardens were not forgotten. Kindergarten projects concentrated on the development of the artistic gifts of children as well.

F.1.1 Prague

Curricular Reform

In order to supplement their SEPs Prague kindergartens carried out projects aimed at environmental education and projects pertaining to the area of health. Their meaning was to show pupils the role of human beings as part of nature, to support correct habits (for example the sorting out of waste), to familiarise them with the issue of sustainable development and utilisation of renewable energy sources. The Prague meeting of kindergarten teachers who

were interested in environmental education was held in the Kindergarten of St. Ursula. Prague kindergartens were also engaged in a long-term, republic-wide project called *Educational and Informational Support for Kindergartens when Meeting Environmental Issues - A Child and the World*; the Framework Education Programme for Pre-school Education. This was launched in 2007 and included the establishment of the network of kindergartens known as *MRKVICKA* (i.e. *LITTLE CARROTS*). The network consisted of kindergartens which were more interested than the others in the environment of a region or the country as a whole. Another goal of the project was to map different needs of kindergartens; to provide them with information and guidance in environmental matters on the basis of collected data; intermediate exchanges of information concerning the environmental section of SEPs – a chapter entitled *A Child and the World*, which is one of the sections of SEPs. Altogether 3,499 kindergartens were addressed during the project. 16% of questionnaires were returned but kindergartens even now are still responding and are becoming members of the network. In total 770 kindergartens from 14 regions are currently involved in the *MRKVICKA* network. The project is financed by the MEYS and is implemented by the Association of Centres for Environmental Education - Pavucina.

Prague kindergartens were involved, in the framework of the programme aimed at making motor activities optimal, in the project entitled *Healthy Back*. The Director of the National Health Institute in Prague became a guarantor of the project known as *A School Supporting Health in the Czech Republic*, which was launched on 1st January 2000. The aim of the project *Healthy Kindergarten* is to set up a network of schools promoting health in the Czech Republic. Those schools were obliged to develop a four-year strategy for education towards health. Approximately 100 kindergartens are involved in the projects in the Czech Republic and they have established the National Network of Schools Promoting Health. The Kindergarten in Sokolovska Street in Prague 8 implemented a project exercising Tai Chi for pre-school children.

Gifted Children, Pupils and Students and Children with Special Educational Needs

Within a single programming document financed by the MEYS and the EU kindergartens implemented free time activity classes for their pupils. Kindergartens in Prague participated in the educational programme – *To Start Together*. The educational programme – *To Start Together* has been implemented in the Czech Republic since 1994. The name *To Start Together* is typical only of the Czech Republic; in other countries it is called *Step by Step*. It is an educational programme emphasising an individual approach towards the child, partnership of the family, school and society in the area of education and training. It enforces and enables the inclusion of all children with SEN (children who are exceptionally gifted, children with physical and mental disorders, and disabled children, and it is very beneficial for children from different ethnicities). Moreover, the programme *To Start Together* places an emphasis on a stimulating environment, untraditional division into classes as into centres of activities, cooperative learning, project-based and cross-subject teaching. The work with child self-evaluation is very successful at the level of the involved kindergartens (through portfolio and individual educational programmes), which strengthens the positive motivation of children towards active and independent learning. Another project, in which 13 Prague kindergartens are involved, is the project called *Return of End-play or Healthy Music Playing* focusing on promotion of the development of the musical gifts of pre-school children. Prague kindergartens also participated in the republic-wide project *Materinka* aimed at the development of the artistic and creative skills of children (creative art, dancing, music, motor, and dramatic skills).

Prevention of Pathological Social Phenomena

Kindergartens in Prague implemented projects leading to social inclusion of children from the Roma community and some of them also focused on the inclusion of disabled children.

Enhancing and Extending Foreign Language Teaching

Kindergartens took part in the project *English in Kindergarten or How to Start Up*. The MEYS is a beneficiary of funds while the project operator is the Pedagogical Research Institute in Prague. The outcome of the project was a document which should help pre-school teachers teach the English language by using effective and appropriate methods. All information provided in the text was supported by authentic experience and findings gathered within five kindergartens accommodating in total 68 children aged from 5 to 7 years during the school year 2007/2008. The English language was included in education programmes in the last year of pre-school education, i.e. before compulsory school attendance is commenced. Teaching was organised in groups of a maximum of 12 children. Each lesson lasted for 45 minutes and was held once a week or according to the possibilities of a particular school.

Further Education of Pedagogical Staff and Improving Instruction of Information Literacy

In order to better equip schools with ICT kindergartens in Prague made use of the *SIPE* project.

F.1.2 Central Bohemian Region

Curricular Reform

The *MRKVICKA* network for kindergartens which are interested in environmental education has functioned in the Central Bohemian Region since 2002. In the school year 2007/08 the record number of 129 kindergartens were involved in the network. The Libis Kindergarten carried out projects pertaining to the area of education towards health, for example *Healthy, Joyful and Playful Movement*, which helped the kindergarten concerned to furnish the school with mobile toys and to build a special “driving” ring round the kindergarten. Another project implemented by the Libis Kindergarten in 2007/2008 was the project called *Healthy Food*, which means that children were provided with more fruit and vegetables while in the kindergarten. Kindergartens of this region also participated in the *Healthy Back* project. And again the Libis Kindergarten implemented the project of environmental education *Waking Up Spring* in the framework of which children were planting trees. It must be stressed that there were more kindergartens in Central Bohemia which were involved in the projects focusing on environmental education. Some kindergartens participated in activities carried out within the *A School for Sustainable Life* project. Alongside the Commission for Support of Interregional Cooperation in Education *Comenius REGIO* kindergartens implemented work on projects and trips to partner municipalities and regions abroad. The kindergarten in Mnisek pod Brdy applied for a subsidy to cover the project for extending and reconstructing the premises, including external insulation of the kindergarten building and renewing the garden.

Gifted Children, Pupils and Students and Children with Special Educational Needs

The aim of the republic-wide *Materinka* project, in which regional kindergartens were involved, was to develop the artistic gifts of children. The National Festival of Kindergartens showing results of work with kindergarten children in creative arts, dancing, music, motor

activities and drama was held in Nymburk. This festival was held under the auspices of the MEYS, the Czech Commission for UNESCO and mayor of Nymburk. The partner mass media were the Czech Radio 2–Prague and the Pastelka journal. The festival was designed for all kindergartens from the Czech Republic including special and pre-school facilities which take care of disabled children. But it was also beneficial for parents, teachers, professionals and other experts dealing with pre-school education.

F.1.3 Pilsen Region

Curricular Reform

Kindergartens from this region participated in the *MRKVICKA* project of environmental education. As regards education towards health kindergartens organised *2008 Kindergarten Sports Games* in the Pilsen Region, which was the largest sports project in the Czech Republic. The objective of this event was to promote healthy sporting activities, the idea of fair play and Olympic ideas among children from kindergartens. About 15,000 children were involved in the basic level of *2nd Kindergarten Sports Games of the Pilsen Region*. Children competed in their schools and then in district semi-finals. They competed in five disciplines: relay race, sack race, throwing to hit the mark, hurdle walk, and quintuple jump.

Gifted Children, Pupils and Students and Children with Special Educational Needs

Kindergartens from the Pilsen Regions presented themselves at the republic-wide festival of kindergartens *Materinka* held in Nymburk.

F.1.4 Karlovy Vary Region

Curricular Reform

Prerequisites for meeting SEPs in terms of staffing were favourable for kindergartens in the Karlovy Vary Region as a high percentage of qualified teachers were teaching there. Material conditions of kindergartens have improved. Attention was paid to equipment and the utilisation of school gardens. Conditions for motor activities have also been improved. Furniture is now appropriate, in the majority of cases, for the height of children. The drinking regime and good nutrition were ensured. Kindergartens in the Karlovy Vary Region were also involved in the *MRKVICKA* project of environmental education. The programme *Health*¹³ and the project *Healthy Kindergarten*, inspired by the model programme *Curriculum Supporting Health in Kindergartens*, were implemented in the Karlovy Vary Region. One-off events such as sports days, days for health and events focusing on road safety were organised in the framework of this programme.

Gifted Children, Pupils and Students and Children with Special Educational Needs

The project for furnishing ‘corners of arts’ was implemented in the Karlovy Vary Region. The project was subsidised by CEZ (a producer and distributor of electricity).

¹³ A long-term programme for improving the health condition of the Czech population – Health for All in the 21st Century. The objective is to considerably decrease deaths caused by diseases of the circulatory system, tumours, and injuries as well as to lower the occurrence of serious diseases and factors which affect them. The means should be the progress made in the prevention of causes and risks of such diseases. The concept of the project *Health* relates partially to the Amsterdam Treaty, which stipulates in its Article 152 the following: “Community action shall be directed towards improving public health, preventing human illness and diseases, and obviating sources of danger to human health”.

Kindergartens integrating children with SEN created appropriate conditions for their education. Cooperation with special counselling centres (located in Pilsen, Karlovy Vary and in Mariánské Lázně) appeared to be very good. Kindergartens from this region were also present at the *Materinka* festival of kindergartens in Nymburk.

Prevention of Pathological Social Phenomena

Some projects focused on cooperation of basic schools with kindergartens. The objective of such projects was to facilitate adaptation of pupils and the process of socialising. Kindergartens in the Karlovy Vary Region implemented projects of cross-border cooperation with the aim of exchanging both the professional and personal experience of teachers and of actively involving children so that they could get to know the culture and customs/habits of a neighbouring country through games.

F.1.5 Usti Region

Curricular Reform

The goals of the Long-term Objectives of Education in the Usti Region were declared by kindergartens only at a very general level. In half of the visited kindergartens the objectives were not highlighted in concrete steps taken when implementing the strategic goals of school development. The visited kindergartens were involved in projects only minimally but rather they participated with their founders in the programme *Health*. Kindergartens were also engaged in the project *Healthy Kindergarten* (for example the kindergarten in Zatec). The Environmental Education Centre SEVER (NORTH) was the one which implemented the *MRKVICKA* project in the Usti Region.

Gifted Children, Pupils and Students and Children with Special Educational Needs

Some kindergartens in the region, for example the Kindergarten Chomutov and the Kindergarten Louny, decided to participate in the republic-wide project *Materinka* focusing on the development of children's creativity. In total 362 from 24 kindergartens came on 12th and 13th March to participate in the 10th Festival of Kindergartens *Materinka* - Chomutov 2008.

Prevention of Pathological Social Phenomena

Kindergartens in the Usti Region implemented projects of cross-border cooperation - *Keys to Children Smiles*. The projects were organised together with partner kindergartens in Saxony. The aim of these projects was to extend cooperation between partner kindergartens from both sides of the border with a view to improving the cultural, educational and physical development of children and kindergarten teachers, to enhancing conditions for mutual cooperation and to improving communication and, last but not least, to extending current mutual contacts. Children are becoming familiar with the language of children from the partner kindergarten. Teachers from partner kindergartens participate in joint training seminars organised in the framework of projects.

F.1.6 South Bohemian Region

Curricular Reform

During the two years of existence of the *MRKVICKA* project 54 kindergartens from the South Bohemian Region have been involved in it. Projects aimed at developing civil society, supporting rural areas or cross-border cooperation were launched in small

municipalities. It was the municipality which applied for project funds and thus projects also included reconstruction of school interiors, social activities or environment friendly heating of public buildings. Kindergartens have been learning how to apply for specifically targeted projects and they started to enter into grant programmes. However, many of them have not yet been fully successful. Despite this several schools have managed to refurbish school gardens using money provided by their founders as well as funds from grants. Small, usually incomplete, basic schools or kindergartens made use of projects for which their founders applied. They jointly drew resources on regional grants for the maintenance and refurbishing of their premises.

Gifted Children, Pupils and Students and Children with Special Educational Needs

Kindergartens from the South Bohemian Region took part in the republic-wide *Materinka* project aimed at developing the creative skills of children.

Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy

The kindergarten in Sobeslav in the South Bohemian Region succeeded in getting money from the MEYS development project aimed at developing the communicative skills of children through ICT. Thus the kindergarten obtained money for two computers with data projectors and screens, software and compatible teaching equipment.

F.1.7 Liberec Region

Curricular Reform

87 of the total number of 176 kindergartens in the Liberec Region are currently involved in the environmental education project *MRKVICKA*. Kindergartens in this region are associated in a group and draw on subsidies for the external insulation of their buildings.

Gifted Children, Pupils and Students and Children with Special Educational Needs

Kindergartens from the Liberec Region took part in the republic-wide project *Materinka* aimed at developing the creative skills of children.

F.1.8 Hradec Kralove Region

Curricular Reform

Kindergartens in the Hradec Kralove Region were involved in environmental education projects within which they were, for example, sorting waste in the framework of a contest *We Are Sorting Out with Nikita!*. Kindergartens also participated in the project *A School for Sustainable Life*. For example, the Kindergarten Suchovrsice took part in the project for recovery of a public place where people living in this village meet, including a playground for children. Kindergartens from this region were also engaged in the environmental education project *MRKVICKA*.

Gifted Children, Pupils and Students and Children with Special Educational Needs

Kindergartens from the Hradec Kralove Region took part in the republic-wide project *Materinka* aimed at developing the creative skills of children

F.1.9 Pardubice Region

Curricular Reform

The town of Chrudim became a member of the Network of Healthy Towns and financed several projects pertaining to the area of education towards health. Two kindergartens were involved in projects funded by Pardubice and focused on environmental education. The kindergarten, alongside the basic school, in Damníkovo was awarded CZK 60,000 for the project *The Garden of Fulfilled Wishes*, the kindergarten in Hevlikovice got CZK 70,000 for the project *Safe Garden, Peaceful Zone for Mothers with Children and Seniors*; Children's Home Alfa in Pardubice received CZK 42,500 to cover the project *Natural Trail along the Tributaries of the Elbe River*. Kindergartens from this region were also engaged in the environmental education project *MRKVICKA*.

Gifted Children, Pupils and Students and Children with Special Educational Needs

Kindergartens from the Pardubice Region took part in the republic-wide project *Materinka* aimed at developing the creative skills of children

F.1.10 Vysocina Region

Curricular Reform

14 kindergartens from the Vysocina Region decided to participate in the project of environmental education known as *Vysocina – the Healthy Region*. Kindergartens in this region were also involved in projects concerning education towards health, namely in the project *Healthy Teeth* organised in cooperation with the Czech General Health Insurance Company and the Secondary School for Health Workers. In total 17 kindergartens in the Vysocina Region became members of the republic-wide network of kindergartens *MRKVICKA* showing interest in environmental education.

Gifted Children, Pupils and Students and Children with Special Educational Needs

Kindergartens from the Vysocina Region took part in the republic-wide project *Materinka* aimed at developing the creative skills of children

F.1.11 South Moravian Region

Curricular Reform

Long-term national as well as regional objectives of education were, in general, met by kindergartens. Kindergartens paid principal attention to the development and implementation of SEPs. When implementing such programmes kindergartens strove to apply up-to-date approaches towards children and evaluated the quality of their work. Kindergartens in this region were involved in the *MRKVICKA* project of environmental education. The majority of schools devoted appropriate attention to the further education of teachers, which, however, was not clearly visible within pre-school education. The quality of education considerably differed from school to school. Kindergartens have paid appropriate attention to children with SEN for a long period of time.

Gifted Children, Pupils and Students and Children with Special Educational Needs

Kindergartens from the South Moravian Region took part in the republic-wide project *Materinka* aimed at developing the creative skills of children

Enhancing and Extending Foreign Language Teaching

Kindergartens in the region participated in the *Teaching English in Selected Schools in Brno* project. In the framework of a two-year project education in three kindergartens located in Brno was extended by above-standard activities and classrooms were equipped with didactic aids paid for from the subsidies provided. This project gave rise, in the selected kindergartens, to providing optimal conditions which helped pre-school children to become familiar with a foreign language.

F.1.12 Olomouc Region

Curricular Reform

Kindergartens saw positive changes concerning the education of children in compliance with SEPs, which highlighted an education model leading to the development of the child's personality and education towards a healthy life style. Substantial changes were apparent in schools using alternative educational programmes. Kindergartens in the region were also engaged in the *MRKVICKA* network.

Gifted Children, Pupils and Students and Children with Special Educational Needs

Kindergartens from the Olomouc Region took part in the republic-wide project *Materinka* aimed at developing the creative skills of children

F.1.13 Moravian-Silesian Region

Curricular Reform

As of August 2008 in total 94 kindergartens were involved in the *MRKVICKA* network. The Beruska Kindergarten (seat in Nad Lipinou Street) has been implementing the programme *To Start Together* (for more details see above) since 1995. In 1999 the Beruska Kindergarten was awarded, in the framework of this programme, the status of the Model Kindergarten.

Gifted Children, Pupils and Students and Children with Special Educational Needs

Kindergartens from the Moravian-Silesian Region took part in the republic-wide project *Materinka* aimed at developing the creative skills of children.

Prevention of Pathological Social Phenomena

The kindergarten in Smilovice, the district of Frydek-Mistek, implemented a project with the aim of better involvement of new children in the kindergarten.

Further Education of Pedagogical Staff and Enhancing Instruction of Information Literacy

The Beruska kindergarten is a training and education centre for the further education of pedagogical staff. In 2003 seven teachers were awarded an international certificate *Excellent Teacher of the Programme To Start Together*.

F.1.14 Zlin Region

Curricular Reform

Kindergartens from this region participated in the *MRKVICKA* project for environmental education. In cooperation with the city of Zlin kindergartens implemented projects focused on improving the environment in kindergartens (*Garden Furbishing* – in cooperation with the Foundation for Children, Youth, Culture and Sports; *Revitalisation of Garden Playgrounds*) As regards purchasing new equipment, founders of kindergartens drew resources from regional grants for the maintenance and reconstruction of buildings.

Gifted Children, Pupils and Students and Children with Special Educational Needs

Kindergartens in the Zlin Region carried out projects with a view to including pre-school children in the life of school *Becoming School Pupils* and *A Trial School. Kindergartens* in this region also implemented school projects aimed at mutual relations, communication and behaviour of children among their peers (*We Are Friends*). Kindergartens from the Zlin Region took part in the republic-wide project *Materinka* aimed at developing the creative skills of children.

F.2 Basic Education

Projects implemented by basic schools reflected the specificities and focus of individual schools. They supported teachers by providing guidance and met the requirements incorporated in SEPs. They also developed the legal and civil awareness of pupils, supported the sense of justice, solidarity and tolerance leading to respect for an ever increasing social and cultural diversity. Applications for projects to be covered from the European Social Fund were prevented for several reasons: low experience of head teachers as applicants; disproportionate financial demands for a founder to co-finance projects; fear that schools would not be able to meet all the requirements and that payments from ESF could be delayed, and last but not least the large administrative burden. Therefore some schools used specialised agencies for drawing up their projects.

There were large differences in the approach of individual schools towards projects. Some schools have implemented many projects, but there are still a high number of schools which have not yet initiated any projects. Well organised projects were beneficial not only for pupils but for the school as a whole. And the benefits were also financial. They enabled active involvement of pupils beyond curricular activities. Schools received financial support from their founders, regional authorities as well as from other organisations (for example some projects were funded by an energy company - CEZ). In 2007/2008 there were several cases when several schools associated with several founders and together applied for a grant. In very rare cases schools developed their individual projects, on the basis of which they managed to get money from ESF.

The benefits of already implemented projects for schools were mostly better technical resources, enhancement of teachers' competences, extension of educational provision and thus increased competitiveness. Nevertheless, not all projects brought about the expected effect. But it is clear that schools which had already implemented a project had gained experience and were able to apply for more projects and were ahead of the others. The reason why other schools were lagging behind was mainly the fact that resources provided by the government and the founder were just sufficient to cover operations and maintenance costs

but under no circumstances could they support further substantial development of the relevant school.

From 1st September 2004 to 30th June 2006 basic schools implemented the *Pilot Z* system project co-financed from the ESF. The project was financially settled as of 31st December 2006. The aim of the project was to verify how the two-tier curricula functioned in basic education. 14 pilot basic schools were included in the project, which enabled them to implement their school education programmes to their full scope (i.e. including increased number of hours for ICT and languages). Results of the projects were essential for all basic schools which had received guidance for teaching in accordance with SEPs. Subsidies were provided in compliance with the rules of the project. Regions, as subsidy providers, set the rules appropriately both for drawing money and recording financial flows. All schools issued overviews of work performed and submitted relevant financial statements. All earmarked financial resources were cleared in all schools in compliance with the provisions of Section 6 (2) of Decree No. 551/2004 Coll. Only in two cases were funds unduly paid. Violations of legal regulations and project rules were not ascertained. Therefore it may be said that funds were used lawfully and in compliance with the project rules.

From 1 September 2004 to 31st August 2006 basic schools carried out the system project entitled *Modification of Education Programmes of 7th Grades Aiming at the Development of Key Competences of Pupils (Hour)* co-financed by the ESF in the framework of the OP HRD. The project was financially settled as of 31st December 2006. Public audit was in this case also an ex-post check of how financial resources allocated to schools for the project in question were made use of. Ex-post checks were carried out in all regions with the exception of Prague, where financial resources for the project Hour were provided in a different manner. Financial checks were carried out on the basis of performance indicators specified for the project. These were included in regular 3-month financial statements at the same time. The subsidy was provided in compliance with the project rules. Regions as subsidy providers set the rules for drawing money correctly. The data about the numbers of classes and pupils involved in the projects reported by schools corresponded to actual numbers. Inspected schools regularly drew up 3-month statements of drawing allocated money and the statements were submitted within specified deadlines to subsidy providers (usually to regional authorities). The reported data corresponded with real numbers and bookkeeping entries. All earmarked financial resources were cleared in all schools in compliance with the provisions of Section 6 (2) of Decree No. 551/2004 Coll., only in two cases were funds unduly paid. Violations of legal regulations and project rules were not discovered. Thus it may be said that funds were used lawfully and in compliance with project rules.

Basic schools applied for projects focusing on prevention of pathological social phenomena, multicultural education and education of pupils towards citizenship, environmental education, the development of pupils' personality, support of pupils with SEN and exceptionally gifted pupils, further education of teachers and enhancement of ICT literacy. Projects preventing pathological social phenomena concentrated on drug issues, diminishing bullying and supporting activities leading to a healthy life style, acquiring social behaviour through the purposeful use and organisation of leisure time, preventing failures and improving counselling services. Such projects became an integral part of the preventive strategies of schools. An example may be the project *Drug-free Zone* subsidised by Medivet International s.r.o., a distributor of aerosol drug detectors sold under the trademark MISTRAL. Medivet International s.r.o. supplied basic schools with such detectors for a subsidised price.

As far as preparation of pupils for their professional life is concerned the project *Advisory Services-School-Profession* was implemented. Its main objective was to create a

comprehensive system for pupils with SEN. The MEYES in cooperation with the EU funded, within the *SPD, Objective 3*, free time activity classes for basic school pupils. As regards education towards health the following projects were implemented: *Healthy School, Milk to Schools, Healthy Diet, and Healthy Teeth*.

The project *To Start Together* was the most wide-ranging long-term project of civil education at the primary level of basic schools. Its aim was to change methods of teaching so that instruction was oriented more than before towards the needs of pupils. The project has extended the provision of basic education and elements of the new way of teaching have also been taken over by other, uninvolved, schools. Projects implemented for the purpose of multicultural education and education towards citizenship were carried out by basic schools in cooperation with regional, national and international NGOs. Basic schools participated for example in the project supporting the introduction of social education and education towards personality development into SEPs. The project was funded by o.s. *Odyssea*.

The project *Teacher's Assistant*, funded from the state budget in the form of a subsidy for a specific purpose, set out, as its principal aim, the support of pupils from a disadvantaged environment. Basic schools used both Roma assistants and assistants for pupils with physical and mental disorders or disabled pupils. Schools usually reported good experience with assistants since they were able to devote special attention to individual pupils and could use appropriate forms and methods of work with regard to the extent of disability or capabilities of pupils. Assistants were also engaged in extra-curricular activities. Basic schools also participated in other projects supporting the Roma community covered by special subsidies allocated from the state budget. Funds were, in the majority of cases, used to purchase teaching resources for Roma pupils. In one case the school subsidised lunches for Roma pupils. The use of such funds was debatable, in view of the reluctance of some Roma pupils to identify themselves in such terms

Schools used projects to support environmental education. The purpose of such projects was to show pupils the role of a human being as part of nature, to support correct habits (for example the sorting out of waste), to inform them on the issue of sustainable development and utilisation of renewable energy sources. An example may be the nation-wide project *M.R.K.E.V. (M=methodology; R=realisation, implementation, K=comprehensive; E=environmental; V=education)*, organised by the Association of Centres for Environmental Education - Pavucina. Projects brought about new pedagogical and didactic innovations in education. Enhanced teaching of information technologies was supported by the republic-wide project *SIPE* financed through specific subsidies from the state budget. Schools could, by using project money, establish or better furnish IT classrooms, improve computer networks, purchase software and teaching documents and funds were also used for training teachers on PC courses. In rare cases funds were used to pay monthly fees for internet connections. Another widely used project was the *SPD, Objective 3*¹⁴ (educational processes aimed at introducing innovation in educational work in different areas of IT, language communication, innovation in teaching, seminars aimed at teaching individual subjects). As regards support for instruction schools were involved in the projects *History and Presence, We Are Carrying Our Research Together, Fairytales and Computers, and March – the Month of a Book*.

Schools very often participated in international projects aimed at cooperation of schools, exchanges, and so on. Schools continued to join and implement projects of international cooperation (*e-Twinning, Leonardo da Vinci, Lanterna Futuri, Socrates*). These projects positively contributed to the development of language and social competences, team cooperation, mobility, professional as well as practical experiences. The projects implemented

¹⁴ SPD funded by the Ministry of Education, Youth and Sports and the EU

within the FM/EEA Norway saw an upward trend. Only some foremost schools participated in the National Grant Programmes aiming at preparing trainers who draw up and verify SEPs (*Pilot S*) and covering some other areas (for example *A School for Sustainable Life*). Regional Grant Programmes concentrated mainly on improving the quality of conditions for educational and teaching processes and it was this form of subsidies which was used by the largest number of schools. Municipal Grant Programmes (and subsidies from local companies) were most frequently used for funding less demanding, short-term projects which helped profile the school concerned.

F.2.1 Prague

Curricular Reform

Implemented projects were based on the Long-term Policy Objectives of Education and the Development of the Educational System in the Capital City of Prague. About 100 basic schools from the whole Czech Republic participated in a project implemented in cooperation with the National Health Institute in Prague – *A Healthy Basic School*. Schools involved in this network developed an education programme promoting the health development of pupils in the Czech Republic. School programmes of environmental education were also carried out within the project in question. Their purpose was to show pupils the role which human beings play in nature, to support correct habits (for example the sorting out of waste), to provide pupils with information on sustainable development and the use of renewable energy sources. Most schools were involved in the regional project *Prague 2007 – a Healthy City* and in the republic-wide project *M.R.K.E.V.* organised by the Association of Centres for Environmental Education – Pavucina.

Gifted Children, Pupils and Students and Children with Special Educational Needs

The most wide-spread long-term project implemented at the primary level of basic schools is the project *To Start Together*. The project has extended the provision of basic education and elements of the new way of teaching have also been taken over by other, uninvolved schools. CSI was impressed by the project implemented by the Basic School in Square of Curieovych in Prague 1 supporting the development of pupils with SEN and exceptionally gifted pupils. The project successfully applies the development of individual education plans in close cooperation of the school, the family and counselling services. The attractiveness and elaboration of the project is clearly visible as the number of pupils of the school has increased. The Basic School and Kindergarten in Square of Svobody 2, Prague 6, completed a project financed by the ESF, the state budget of the Czech Republic and the budget of Prague – *Overall Enhancement of Instruction in Basic Schools with an Emphasis Put on Improving the Situation of Disadvantaged Pupils and Facilitation of Their Inclusion in the Education Process*.

Prevention of Pathological Social Phenomena

As regards prevention of pathological social phenomena the vast majority of the monitored basic schools participated in projects focusing on drug issues, minimising bullying and activities supporting a healthy life style, adopting social behaviour through the purposeful use and organisation of leisure time, prevention of failures and improving counselling services. Such projects became an integral part of the preventive strategies of schools. Basic schools implemented the following regional and national projects: *Prague 2007 – a Healthy City*, *Drug-free Zone*, *Klubko* (leisure time) financed by Prague 1, free time activity classes implemented in the framework of the *SPD, Objective 3, To Start Together, Advisory Services-*

School-Profession (ASP) – improving a diagnostic and counselling system pertaining to the area of education and selection of a future profession. Projects of multicultural education and education towards citizenship developed the legal and civil awareness of pupils, the sense of justice, solidarity and tolerance leading to respect for an ever increasing social and cultural diversity. Projects covering this area were carried out by basic schools in cooperation with regional, national and international NGOs, for example o.s. *Odyssea* - the project *Social education and education towards personality development*; o.s. *Aisis* – the competition *Paragraph 11/55*; o.p.s. *Partners Czech – Law for Everyday* and an international project *Deliberation in a Democracy*; ADRA and *People In Need* – the festival *One World in Ohradni*; the Association for Education Towards Citizenship – the project *To the Roots of Democracy*.

Enhancing and Extending Foreign Language Teaching

Prague basic schools implemented projects leading to improvement in foreign language teaching. Two basic schools in Prague were involved in the *Enhancing Language Competences of Pupils and Teachers and Improving Knowledge of Methods of Qualified Teachers* project. This project was co-financed from the ESF, the state budget of the Czech Republic and the budget of Prague. The Language Basic School of Fr. Plaminkove in Prague organises, within the language preparation, annual one week visits to English families including activities aimed at getting to know new things concerning the history and culture of Great Britain. The school is also engaged in the projects of the Ministry of Education, Youth and Sports *Linguistic Diversity of the European Union* aimed at the development and verification of curricula for teaching less frequent foreign languages implemented by the Secondary General School, Secondary Technical School and Tertiary Professional School located in Prague 7, Ortenovo namesti (Orten Square).

Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy

These projects are beneficial with respect to the introduction of pedagogical and didactic innovations in education. Basic school teachers are increasing their education within the project *INOSKOP* (the development of the Prague school network) in which the Prague Pedagogical faculty responded to the needs for the further education of pedagogical staff. The project *SIFE* was used by 55 basic schools in order to improve ICT. An indisputable benefit of the project was improvement of ICT teaching and the use of ICT in the instruction in other school subjects. Another project used by basic schools was the *SPD, Objective 3* aimed at educational processes innovating pedagogical work in different areas (IT, language communication, innovation in teaching, seminars aimed at teaching particular subjects). Interviews with head teachers showed that their functional studies (*A Successful Head Teacher*) had a marked effect in the better management of schools.

Enhancing Basic Skills of Pupils and Teachers in the Area of Information Literacy

After receiving financial support the Municipal Council of Prague 5 started to implement a project organised within the *SPD, Objective 3 – Educational Processes Innovating Pedagogical Work* which is funded from the ESF, the state budget of the Czech Republic and the budget of Prague. Teachers from 13 basic schools in Prague 5 are currently involved in the project.

F.2.2 Central Bohemian Region

Curricular Reform

Strategies, objectives and priorities are obvious and generally known in Central Bohemia. But there are insufficient funds which prevent such strategies, objectives and priorities from being fully met if both technical resources and available staff are taken into account. Despite this problem the Central Bohemian Region is, when compared to other regions, the one which provides quite large amounts of money for the education system. Regional schools especially are better funded. However, the numbers of pupils are in the region below the republic average (about 85% of average numbers).

F.2.3 Pilsen Region

Curricular Reform

All the monitored basic schools had SEPs, the structure of which was, in the majority of cases, in compliance with the FEP BE. The content of SEPs was not among the monitored criteria. Despite this fact some deficiencies of a formal nature were pointed out. The majority of SEPs required modifications in terms of the division of competences, inclusion of cross-subject topics and alteration of the content of curricula. CSI did not see any changes in innovation in teaching methods used in the 1st and 6th grades. However, schools had begun to work on projects more than before (lesson projects, daily projects or annual projects). Internal documents did not include support for implementation of SEPs, the contents of individual documents were not interconnected. The level of SEPs differed from school to school, unfortunately very often the SEP was developed only to fulfil the assigned task and in no case was it used as an opportunity for changes.

Enhancing and Extending Foreign Language Teaching

The Pilsen Region used long-term projects of cross-border cooperation with Germany in 2007/2008 in order to support language education, exchange of experiences and improving the language skills of pupils.

F.2.4 Karlovy Vary Region

Curricular Reform

The 2006 Long-term Policy Objectives in the Karlovy Vary Region set out the principal strategic directions including the detailed development of strategic goals. CSI focused, inter alia, on the situation in meeting selected strategic goals relating to activities of schools and school facilities. In 2008 strategic directions were reformulated in the Long-term Objectives, however without any previous analysis or evaluation of the achieved results which should have been done by the region. The Basic School Kynperk received more than 2 million from the ESF for building sports facilities at the school.

Prevention of Pathological Social Phenomena

Special education is ensured through an individual approach towards pupils and through their integration. Basic schools integrate pupils with SEN; in some basic schools classes with instruction according to the Programme of Special Schools or the Programme of Auxiliary Schools were established. When diagnosing special educational needs teachers cooperate with education advisors as well as with parents of the pupils concerned. Problems

which usually result in complaints from parents about a school occur especially in schools which do not identify pupils with SEN and thus they do not deal with them. The system for preventing pathological social phenomena is effective in the majority of schools as schools have developed preventive strategies underpinning the provision of extra-curricular activities.

Enhancing and Extending Foreign Language Teaching

In 2007/2008 the Karlovy Vary Region long-term projects of cross-border cooperation with Germany were extensively used in order to support language education, exchange of experiences and improving language skills of pupils.

Enhancing Basic Skills of Pupils and Teachers in the Area of Information Literacy

The project *We Are Carrying Our Research Together – the Aš District Yesterday and Today in the Eyes of Pupils from Partner Schools* focused on improving background for work with information technologies. The Basic School Aš, within this project financed from the ESF, purchased an interactive board, software, a notebook and other compatible equipment.

Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy

All the visited basic schools created conditions for further education. Lower participation in further education training courses is affected by problems covering for missing teachers, especially in small schools, and by bad transportation from small municipalities to the place of training. Head teachers as well as their deputies (with several exceptions) completed functional studies. The Act on Pedagogical Staff allows head teachers who have been serving in the office for a long period of time not to participate in functional studies. However, some of these head teachers should study as they probably do not know the Education Act, have not adopted curricular reform and so forth.

Integrated Counselling System in Education

There is, in some basic schools, very good cooperation with counselling services. Their advisors visit schools, where they work with pupils and offer consultations to their parents. In a number of schools there are assistants to pupils or teachers. Due to financial constraints school psychologists are not available yet.

F.2.5 Usti Region

Curricular Reform

All the visited schools set objectives of education (88%) either fully or partially in compliance with national strategic priorities (Long-term Education Objectives of the Czech Republic) and appropriately responded to the Long-term Objectives of Education and the Development of the Educational System of the Usti Region from 2005 to 2008. The weakest point of basic schools was evaluation of the results of such objectives. Out of all the basic schools visited in the Usti Region 62% of schools were involved in project or grant activities. This area saw an upward trend. National and international activities prevailed. Already implemented projects positively affected conditions of instruction especially as regards technical resources (ICT, refurbishment of special classrooms, joint meeting rooms – the programme *Health*). Furthermore, thanks to projects, teachers were positively motivated to develop SEPs, to extend the provision of education (lifelong learning in secondary schools, and so forth) and to support the Roma community.

Enhancing and Extending Foreign Language Teaching

Schools very often participated in international projects aimed at cooperation of schools, pupil/teacher exchanges and so on. Inspections showed that whether a project is successfully accepted and supported is not based on the size, type or geographical location of schools. It is unambiguously the result of initiatives of school employees (most often school management and project managers). There was also a frequent practice of schools when submitting projects to associate with other schools and therefore, especially small schools, increased the probability of being awarded a certain project.

F.2.6 South Bohemian Region

Curricular Reform

Regional priorities did not differ from those of the Czech Republic as a whole. The majority of visited schools managed to involve social partners in forming and meeting the development objectives of schools. Schools entered into and further developed cooperation with partner institutions. Such cooperation targeted improvement in the conditions and the course of education. Cooperation with School Boards remains more or less formal. Basic schools used projects primarily for human resources development and the enhancement of material conditions, mostly for modernising and repairing sports facilities and school gardens but also for purchasing specific equipment, for example interactive boards. Many schools used financial resources to prevent pathological social phenomena and to support environmental education.

Gifted Children, Pupils and Students and Children with Special Educational Needs

Basic schools in the South Bohemian Region accentuated the education of children and pupils with SEN by providing pedagogical assistance, supporting gifted children and pupils in the framework of normal schools and involving the maximum number of schools in programmes organised within the EU. The majority of visited schools managed to engage social partners in forming and meeting the development objectives of schools. Schools entered into and further developed cooperation with partner institutions. Such cooperation targeted improvement in the conditions and the course of education. Cooperation with School Boards remains more or less formal. Large schools located in towns were more successful in drawing money on the ESF than other schools.

Prevention of Pathological Social Phenomena

Many schools used financial resources to prevent pathological social phenomena and to support environmental education. Some small basic schools developed independent projects for the further education of teachers and free time activities.

Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy

Interviews with head teachers showed that their functional studies (*A Successful Head Teacher*) had a marked effect on the better management of schools. Some small basic schools developed independent projects for the further education of teachers and free time activities.

F.2.7 Liberec Region

Curricular Reform

The instruction in 1st and 6th grades of basic schools in the Liberec Region was performed in compliance with SEPs. The structure of SEPs usually conformed to FEP but in several cases CSI found some deficiencies concerning predominantly the inclusion of cross-subject topics, information on international cooperation and the description of sanitary facilities of schools. Two very small incomplete schools (with several classes only) had not drawn up SEPs for all grades since their head teachers were removed from office before or during the summer holidays. Schools still do not make their best efforts to use innovative teaching methods and forms of work. There are also some deficiencies in the area of pupils' assessment and self-evaluation. Projects of environmental education range from activities concerning waste sorting and collecting secondary waste and care for green areas in the neighbourhood of schools to drawing up projects aimed at getting money from the ESF – the Operational Programme Human Resources Development regarding environmental issues focused on public green areas and sports facilities in the Liberec Region. A healthy life style and primary prevention is applied in the whole spectrum of the visited schools. Head teachers meet their obligation to ensure the further education for teachers dealing with prevention issues. Schools used creative forms when addressing prevention.

Enhancing and Extending Foreign Language Teaching

CSI registered a persistent lack of qualified teachers of foreign languages, in particular teachers of English. Teaching methods, organisational forms and teaching activities which teach pupils more about a language and less to use it as a tool of communication in model authentic situations still prevail.

Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy

As regards the availability of information and communication technologies the gaps between schools are getting wider. The differences are in the number of PCs and classrooms as well as in the quality of hardware and software. This situation is a result of the financial possibilities of founders. Schools' own initiatives play a very important role in this area. Some schools had problems paying fees for internet connections.

Equal Opportunities of Education

Schools reported actual numbers of integrated pupils and developed individual education plans for them. Inspection findings demonstrated problems with regular evaluations of plans and with a differentiated approach towards integrated pupils. None of the visited schools identified and reported exceptionally gifted pupils. However, some schools had some experience with talented pupils (classes with extended teaching of some subjects, participation in competitions and the Olympics, free time activity classes, a wide provision of optional subjects)

Increasing Professional Competences of Teachers within FEPS

Head teachers of basic schools developed plans for the further education of their staff. Teachers made use of an offer of accredited centres as an opportunity for personal development and then exchanged the gained experiences with their colleagues. Further education of teachers from very small schools remains a problem. Difficulties were caused by finance, transport and standing in for colleagues. A subsidy from the Development

Programme for the Further Education of Basic School Teachers was beneficial only for the primary level of basic schools.

F.2.8 Hradec Kralove Region

Curricular Reform

In the last three years the Czech School Inspectorate reported a gradual growth in the number of projects applied for in the region since schools were forced to seek funds for their development activities outside the regular resources provided by the government and the founder of the relevant school. These were usually schools with proactive strategies of management and schools previously experienced in developing projects, which were more frequently involved in projects.

Enhancing and Extending Foreign Language Teaching

As far as international cooperation is concerned the Hradec Kralove Region used mostly EU funds, namely programmes enabling it to utilise grants, such as *Socrates* and *Leonardo da Vinci*. Further resources to cover this area were obtained through grant programmes financed by the region. Projects were aimed at developing international cooperation, exchange of experience and improvement of language as well as professional competences of pupils and teachers. Cooperation between borderland schools was being substantially developed. A certain stagnation in the number of projects to be financed from the ESF (operational programmes targeting human resources development) reported in the last two years was probably caused by the end of the programming period 2004-2006 and the beginning of the new programming period having higher demands of elaboration of the project itself. An upward trend was seen as regards projects to be funded within FM/EEA - Norway. Only some of the foremost schools participated in the National Grant Programmes, focused mainly on preparation of trainers and the development and verification of SEPs (*Pilot S*), preparation of a new form for completing studies in secondary schools (e.g. *Quality I*) and others (e.g. *A School for Sustainable Life*). Regional Grant Programmes concentrated especially on improving the quality of conditions for the education process. The largest number of schools used this form of subsidy. Municipal Grant Programmes (and respective subsidies obtained from local private companies) are most frequently used to fund less demanding and short-term projects as well as projects aimed at enhancing the visibility of a school.

F.2.9 Pardubice Region

Curricular Reform

School Education Programmes are being implemented in all 1st and 6th grades of basic schools in the Pardubice region, but the level of their development differed from school to school and in the majority of schools it only partially complied with the obligatory FEP. As the primary aim of the reform is not only to develop a relevant SEP but especially more effective education it may be stated that teaching was at a very good level in the vast majority of schools (mainly at the primary level). Although SEPs displayed some deficiencies many schools paid considerable attention to modern teaching and there was innovation in education not only in 1st and 6th grades but also in other grades of basic schools. The financial situation of a founder markedly affects the modernisation of education. Equipment of schools seems to be very different – in municipalities with a low budget it is obvious that school equipment is obsolete and renewal of school resources is minimal. Projects carried out in basic schools are

not a frequent phenomenon in the Pardubice Region. And again there is a substantial gap between schools – there are schools which, thanks to subsidies on projects, have obtained above-standard equipment and facilities (sports playgrounds, classrooms). Some schools make use of projects covered by the region or a founder (sports competitions, activities organised with neighbouring schools). It is obvious that there are differences in the approaches of head teachers and teachers towards projects. In a number of basic schools new forms of active teaching are being introduced, cross-subject links are developed and information is presented in integrated blocks linked to other subjects. Team cooperation of teachers is the exception.

New topics are being introduced – environmental education, social education and education aimed at the development of personality, equal opportunities and the European context. School-self assessment (or evaluation at the level of the school) was only formal in a range of schools and sometimes was drawn up at the request of CSI. Such evaluations were only exceptionally based on schools' own analyses and had only moderate importance for the shift in activities of schools. The town of Chrudim became a member of the Network of Healthy Towns and decided to finance several projects pertaining to the area of education towards health. The Basic School Nekor got CZK 32,000 for the project *School Natural Amphitheatre*; Children's Home Alfa, Pardubice received CZK 42,500 to cover the project *Natural Trail along the Tributaries of the Elbe River*; the Basic School in Sopotnice received CZK 57,000 for *Pavilion for Resting and Learning* and the Apprenticeship Centre and the Auxiliary School in Chroustovice got CZK 61,000 to cover the project *Visiting Chateaux by the River*. Schools in the region were also involved in the *M.R.K.E.V.* project of environmental education.

Prevention of Pathological Social Phenomena

Equal opportunities were ensured in all basic schools. An emphasis was placed on the prevention of pathological social phenomena through supporting leisure activities (a number of free time activities classes). The majority of schools stress the creation of a favourable climate in classes and in the school as a whole and cooperation with parents and the general public (participation of parents in school events, presentation of schools for the general public).

Gifted Children, Pupils and Students and Children with Special Educational Needs

The majority of schools created conditions for the integration of pupils into normal education, primarily through functional cooperation with counselling centres and parents of the students concerned. In several schools they tried to approximate basic and special education (special classes, education of pupils in normal classes according to education programmes for special basic schools).

Enhancing and Extending Foreign Language Teaching

Some basic schools in this region received resources from projects for stays of their pupils and teachers abroad with the aim of improving their language knowledge.

Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy

The majority of schools support the further education of pedagogical staff. The majority of teachers took an active approach towards further education - however, this often depends on the financial resources of a given school. Some schools invite trainers directly to schools (especially schools in municipalities with bad transportation services). The priorities

in the further education of teachers are foreign languages, ICT, healthy life styles and new forms of work.

F.2.10 Vysocina Region

Curricular Reform

Basic schools from this region implemented national projects aimed at protecting health (for example *Healthy Teeth*) especially. Basic schools' own projects focused on implementing SEPs in conformity with FEP BE or on the reconstruction of school buildings. In order to meet regional priorities some BSs started to offer courses for adults. Education branches were modified in compliance with the demand and objectives set by regional authorities. The options of school leavers to compete in the labour markets were monitored. For the purpose of improving education and ensuring equal access to education the Regional Council earmarked a large amount of money for purchasing teaching and compensation aids, but CSI only exceptionally saw that these resources were used in school for the purpose for which they had been bought.

Gifted Children, Pupils and Students and Children with Special Educational Needs

Teachers' assistants for pupils with SEN were hired. The Regional Council was interested in options which could be used to support gifted pupils and socially disadvantaged pupils (including foreign nationals). Basic schools in the region were involved in the grant programme of the Vysocina Fund, which financed free time activities and the educational functions of schools (Spare Time, Sports for All). Head teachers from the region participated in studies for managers.

Further Education of Pedagogical Staff and Enhancing Instruction in Information

Literacy

Managerial education targeted mainly head teachers of large schools and schools with a complex structure. Only functional education was usually available for head teachers of small schools. A comprehensive system of evaluation and education monitoring, including further education, guidance and consultations in the area is missing. The network of schools was reduced with the aim of increasing the effectiveness of education. Thus some kindergartens and basic schools merged.

F.2.11 South Moravian Region

Curricular Reform

Basic schools quite successfully managed, within long-term regional objectives which copy the national plan, to meet the prerequisites for gradual introduction and satisfaction of aims incorporated in FEP and SEPs. Basic schools in the region were involved mainly in school, i.e. their own, and regional projects. Projects appeared to be always beneficial for schools. The largest targeted benefit for basic schools was in the area aimed at meeting key competences. Projects mostly brought financial advantages to schools (salaries, better equipment and other resources).

Prevention of Pathological Social Phenomena

Thanks to projects partnership with parents, institutions and the general public have improved. National and international projects had good results as regards the support and development of reading literacy, environmental education, prevention of pathological social

phenomena and foreign language teaching (*PISA, PIRLS*). Some projects have become traditional in individual schools and are being steadily improved and enhanced.

Enhancing and Extending Foreign Language Teaching

Foreign language teaching was successfully supported and developed (the project financed by the city of Brno – *Teaching English in the Selected Schools in Brno*). Projects also helped ensure equal opportunities in basic education for pupils with SEN.

F.2.12 Olomouc Region

Curricular Reform

Strategic priorities of the region complied with nation-wide objectives within the meaning of the curricular reform. The region specially formulated the aim of increasing professionalism and the social position of teachers, the development of the integrated system of counselling service in education and equal opportunities in education. The number of teachers who have relevant professional qualifications increased in basic schools. The main implemented areas of further education of teachers were as follows: language education (English), development of SEPs, school management studies, completing required qualifications by studying in higher education institutions, new concept of a school-leaving examination (*maturita*). Standardised tests were regularly used for monitoring education achievement.

Gifted Children, Pupils and Students and Children with Special Educational Needs

Education of pupils with SEN in basic schools was systematically supported. One basic school established a class with alternative ways of teaching.

Enhancing and Extending Foreign Language Teaching

The provision of optional and voluntary subjects in basic schools was directed towards the development of language and information skills.

Enhancing Basic Skills of Pupils and Teachers in the Area of Information Literacy

Material conditions of basic schools supported the development of the information literacy of both teachers and pupils.

Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy

Some basic schools located in small municipalities have become multifunctional (i.e. educational, cultural and information) centres of the life in such municipalities.

Integrated Counselling System in Education

The integrated counselling system aimed at professional orientation of pupils and equal access to education was developed in basic schools.

F.2.13 Moravian-Silesian Region

Curricular Reform

The defined long-term objectives of the region have been successfully met. The region created supportive mechanisms for development of SEPs and continued to support vocational education, cooperation with employers and environmental education. The area defined by

Objective 2 of the Long-term Objectives of Education in the Region displays progress both in ICT and communication in foreign languages. Project support for implementing the curricular reform and further education of teachers was irreplaceable.

Gifted Children, Pupils and Students and Children with Special Educational Needs

Project activities carried out in basic schools were extensive. Projects favourably developed contacts with partners and thus also supported the development of selected key competences of pupils (problem solving, communication, social and civil skills). Financial resources obtained through national and system projects of the MEYS, projects and programmes funded by the region or European projects contributed to purchasing equipment and financing interesting events and competitions, both cultural and sports, but also to the personal development of pupils.

Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy

The project *SIFE* affected the development of ICT in schools. The upcoming period will show whether the allocated resources will be sufficient and whether schools will manage to maintain the achieved standard.

F.2.14 Zlin Region

Curricular Reform

As far as the Zlin Region is concerned basic schools excelled especially through their involvement in environmental programmes. Schools organised, for example, project days aimed at collecting and sorting out waste, in particular PET bottles, and held discussions how to use PET bottle lids. Schools which are members of the network of associated UNESCO schools concentrated on projects directed to the education of pupils towards protection of the environment, maintenance and protection of cultural heritage and respect for human rights (for example *Child Sponsorship, We Can Be Together, Safe School, EuroDiversity, Metheoproject, Ecology in Our Hearts*). Other projects were implemented in the Zlin Region through ESF funding and by funds from the state budget of the Czech Republic (*School for Life*). Schools participated in regional projects either through already implemented projects or through schools' own projects (see above) which were similar in terms of topics and names. The following projects implemented at the level of the region should be mentioned: *Transformation of the Region, Key from Kromeriz City Gates, Nature Lie Open, To See Nature in Nature, Uherske Hradiste – a Healthy Town, Zlin – My City, Vsetin – a Healthy Town, Young People of the Region* (an artistic competition), the regional round of natural science and environmental contests - *Green Path, Spring in the Region, Earth Day*. Schools associated in the Association of Young Débrouillards (*Young Débrouillards, Club of Débrouillards, Débrouillards*).

Gifted Children, Pupils and Students and Children with Special Educational Needs

Basic schools in the Zlin region implemented projects developing the creativity of pupils, for example artistic contests for individuals as well as groups: *Green Path, Golden Leaf, My Town, and My Village*. Further projects were a follow up to *World Water Day, Earth Day, Animal Day, and Human Rights Day*. The related projects were organised by schools or by individual classes and focused on presentation of schools in exhibitions, visits to Zoos (*We Have Our Animal*). The majority of schools organised various workshops related to traditional events during the year. Pupils showed their creativity and skills, literary and musical talent

(Christmas workshops, Christmas fairs, Easter workshops, and Easter fairs). Events such as *Holocaust*, *Holocaust and the Presence – Terezin* served for understanding the historical context.

Enhancing and Extending Foreign Language Teaching

Quite a large number of teachers participated in language education held within the project *The Gate to Languages* and the vast majority of them evaluated the course as being beneficial.

Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy

Schools in the Zlin region organised educational trips for pupils as well as teachers to get to know the European region and exchanges, for example projects *Friends Across-the-Border* and *Spring in Europe*. The project *A Successful Head Teacher* brought about increasing legal awareness, better managerial and organisational skills of school managements, in particular as regards newly appointed school managers.

F.3 Secondary Education

If compared to basic schools secondary schools were more successful when drawing money on the European Social Fund. Some schools hired agencies to write their projects. Projects implemented in secondary schools, thanks to regional and European funds, contributed mainly to motivating pupils to broaden their professional knowledge and skills. The projects were also important because they encouraged pupils to be independent, forced them to communicate in a foreign language, to work with ICT and to present results of their work in a comprehensible manner. Their social significance was equally important since the projects supported the development of a wide range of skills of pupils and teachers. In total approximately 80 secondary schools made use of the *SIPE* project to equip schools with ICT. Secondary schools also benefited from the projects entitled *Advisory Services-School-Profession (ASP)*, the aim of which was to enhance the diagnostic and counselling system in education and the selection of a future profession. It was mainly secondary general schools (gymnasium) which participated in projects of multicultural education and education towards citizenship held in cooperation with different NGOs. Secondary schools together with Aisis (a civic association) carried out a project to minimise bullying (*Miš*). The company o.p.s. Partners Czech prepared project *Spring in Europe* and international project *Deliberation in a Democracy*, within which students increased their knowledge of current social problems and held discussions with foreign students about problems in their respective countries. Secondary schools also used the project *To the Roots of Democracy* which was based on mutual discussions between secondary school and tertiary professional school students and was held under the auspices of the Association for Education towards Citizenship. A German-Czech-Polish project carried out under the name *White Spots* was also designed for secondary school students. Four or five member teams of students from 15 to 20 years of age will deal with mapping the era of Nazism in different regions. Secondary schools were also involved in projects designed to support the Roma community, subsidised by specially earmarked funds from the state budget. Another widely used project was the *SPD, Objective 3* – education processes and innovations of education practice covering different areas (ICT, language communication, innovation in pedagogical work, seminars dealing with the instruction in different subjects).

As far as the further education of teachers is concerned, secondary schools made use of, for example, the project of the Pedagogical Faculty of Charles University *A Successful Head Teacher*. These functional studies substantially contributed to better school management. In order to support further education, secondary schools were involved in the Human Resources Development operational programme. Secondary schools also obtained funds for improving conditions of educational and teaching processes from regional and municipal grant programmes. And these were the programmes most schools decided to use although the volume of subsidies was quite low and money was provided for a short period of time. Larger secondary schools utilised national grant programmes aimed at preparing trainers, developing and verifying SEPs (*Pilot S*), preparing for new forms of completing secondary education (e.g. *Quality I*) and some other programmes (e.g. *A School for Sustainable Life*). Secondary schools cooperated within international projects subsidised from different sources (such as *eTwinning*, *Leonardo da Vinci*, *Lanterna Futuri*, *Socrates*, and the partnership project *Comenius*). Schools most frequently entered into international cooperation for the purpose of exchanges of students. Projects focusing on professional short term attachments of students in different EU Member States are steady benefits for schools. Projects are supported by multi-cultural discussions, the promotion of regional identity and European coexistence

F.3.1 Prague

Curricular Reform

Prague secondary schools were involved in the projects focusing on prevention of pathological social phenomena and projects promoting environmental awareness such as Eco-literacy for Sustainable Development in Prague. The aim of the project is to develop procedures and ensure preconditions for effective environmental education in Pilot Schools so that acquired experience could be further used in the interest of preparing the young generation to apply the principle of sustainable development in life and economic operations.

Prevention of Pathological Social Phenomena

Projects for the prevention of pathological social phenomena concentrated on drug issues, reducing bullying and supporting activities leading to a healthy life style, acquiring social behaviour through the purposeful use and organisation of leisure time, preventing failures and improving counselling services. Such projects became an integral part of the preventive strategies of schools. Secondary schools actively implemented projects aimed against pathological social phenomena. In particular secondary general schools were engaged in the WHO project *Prague – a Healthy City* and in an associated project – *How to Start*. In addition national and regional projects should be mentioned: *2007 Prague – a Healthy City*, *Drug-free Zone*, the *SPD*, *Objective 3* - free time activity classes, *Advisory Services-School-Profession (ASP)* – improving a diagnostic and counselling system pertaining to the area of education and selection of a profession. As regards multicultural education and education towards citizenship, schools cooperated with regional, national and international NGOs, for example o.s. *Odyssea* - a project supporting the introduction of social education and education towards the development of personality development; o.s. *Aisis* – the competition *Paragraph 11/55*; o.p.s. *Partners Czech – Law for Everyday* and an international project *Deliberation in a Democracy*; *ADRA* and *People In Need* – the festival *One World in Ohradni*; the Association for Education Towards – the project *To the Roots of Democracy*.

Secondary schools implemented school programmes of environmental education. Their purpose was to show pupils the role which human beings play in nature, to support

correct habits (for example waste sorting), to provide pupils with information on sustainable development and the use of renewable energy sources. Most secondary general schools were involved in the republic-wide *M.R.K.E.V.* project organised by the Association of Centres for Environmental Education - Pavucina. The Tertiary Professional School and Secondary Technical Electro Engineering School of Fr. Krizik utilises solar energy for heating water and heating of the building thanks to a successful international project, *ENERSOL*.

Gifted Children, Pupils and Students and Children with Special Educational Needs

Teachers of the Secondary General School for Sight Impaired Students and Secondary Technical School for Sight Impaired Students in Prague 5 developed a grant project *Provision of Typhlopidaec Services and Guidance for Supporting Integration of Sight Impaired Secondary School Students*. The project was very successful in integrating sight impaired young people into normal secondary schools. The Secondary Technical School Na Trebesine organised a unique project for supporting students with specific learning disorders which was financed within the *SPD, Objective 3 – State-of-the Art Technologies in Teaching*. The project made secondary education accessible mainly for students suffering from dyslexia but technically gifted. Two church secondary schools in Prague were involved in the *Teacher's Assistant* development project. Schools, along with the MEYS, within the project, financed assistants for disabled children, pupils and students.

Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy

A project of this type supported the introduction of pedagogical and didactic innovations in education. Secondary schools were involved in the *SIPE* project to implement ICT. An indisputable benefit of the project was improvement of ICT teaching and the use of ICT in the instruction in other school subjects. Another widely used project was the *SPD, Objective 3 – education processes with innovations in terms of education practice covering different areas (ICT, language communication, innovation of pedagogical work, seminars dealing with instruction in different subjects)*.

F.3.2 Central Bohemian Region

Curricular Reform

Strategies, objectives and priorities are clearly defined in Central Bohemia. But mainly insufficient funds prevent such strategies, objectives and priorities from being fully met if both equipment and staffing are taken into account. Among the secondary schools in Central Bohemia which are involved in various projects and forms of cooperation to the largest possible extent are for example the Secondary Business Academy in Vlasim, the Secondary General School in Kutna Hora, and the Secondary Technical Electro-engineering School in Kutna Hora. These schools, apart from other things, thanks to the personalities of their head teachers, rank among the best in the region and do not suffer from an ever decreasing number of students. They are also successful at the international level and send their teachers and students for short-term professional internships abroad.

F.3.3 Pilsen Region

Curricular Reform

Inspections and checks did not find that the strategies of schools and implemented school education programmes would contradict national and/or regional strategic priorities.

However, objectives are very general. Schools inform their partners mainly about economic targets and needs while information on education strategies is provided only very rarely. Secondary schools included innovative elements which have different effects. According to teachers innovative changes are prevented by often high numbers of students in classes (particularly in secondary general schools). Lack of compliance with curricula was a quite frequently detected deficiency. Secondary schools in the Pilsen Region were involved in the republic-wide project of environmental education - *M.R.K.E.V.*

Enhancing and Extending Foreign Language Teaching

Staffing and material as well as technical conditions often affect support for foreign languages in the Pilsen Region. There are not enough good teachers for teaching foreign languages who have graduated in the language concerned from the relevant faculty. Therefore schools have to offer languages according to the composition of teachers and not according to demand. Secondary schools in the Pilsen Region implemented projects of cross-border cooperation with Germany in order to support language education. Schools were, for example, involved in student exchange programmes organised by Czech and German schools under the name *TANDEM* financed from the ESF.

Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy

CSI surprisingly found that teachers from small schools outside Pilsen (the towns are often quite far from Pilsen) are more interested in further education. Participants of training courses from such schools provided their colleagues with relevant information and new knowledge was reflected more in teaching. The most visible differences were seen in the development of ICT.

F.3.4 Karlovy Vary Region

Curricular Reform

The 2006 Long-term Policy Objectives in the Karlovy Vary Region set out the principal strategic directions including the detailed development of strategic goals. CSI focused, inter alia, on the situation in meeting selected strategic goals relating to the activities of schools and school facilities. Secondary schools participated in the republic-wide project of environmental education - *M.R.K.E.V.*

Prevention of Pathological Social Phenomena

Three secondary schools were awarded subsidies provided by their founders for drug policies and one school got a subsidy for a project concerning the Roma community.

Gifted Children, Pupils and Students and Children with Special Educational Needs

Special education is ensured through an individual approach towards pupils as well as through integration. When diagnosing special educational needs teachers cooperate with education advisors as well as with parents of the pupils concerned. Problems which usually result in complaints from parents about a school occur especially in schools which do not identify pupils with SEN and thus they do not deal with them.

Enhancing and Extending Foreign Language Teaching

Secondary schools in the Karlovy Vary Region implemented projects of cross-border cooperation with Germany in order to support language education.

Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy

Pedagogical staff in secondary schools are not familiar with the needs arising from the curricular reform to the required extent. In the context of preparations for new school-leaving examinations teachers of subjects which are to be compulsorily tested (the Czech language and a foreign language) have completed further education focusing on the reform of the school-leaving examination in recent years. However, only minimal attention was paid to implementation of FEP in practice (i.e. development of SEPs and their implementation).

F.3.5 Usti Region

Curricular Reform

Out of the total number of visited SSs in the Usti Region 77% were involved in project or grant activities. It may be said that national or international activities prevailed. Furthermore, thanks to projects teachers were positively motivated to develop SEPs, to extend the provision of education (lifelong learning in secondary schools, and so forth) and to support the Roma community. Thanks to the capabilities of founders secondary schools in the Usti Region were able to successfully meet the Long-term Objectives set out by regional authorities. However, some of the teaching staff did not identify themselves with the changes, which seemed to be hindering further development. Secondary schools participated in the republic-wide project of environmental education - *M.R.K.E.V.*

Gifted Children, Pupils and Students and Children with Special Educational Needs

Schools were very often involved in international projects aimed at cooperation of schools, pupils and student exchanges, and so on. Schools saw a qualitative shift in taking care of students with SEN.

Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy

Already implemented projects positively affected the conditions of instruction especially as regards equipment (ICT, refurbishment of special classrooms, joint meeting rooms – the *Health* programme).

F.3.6 South Bohemian Region

Curricular reform

Regional priorities do not differ from those implemented at the republic level. Reduction in the number of secondary schools and education fields has been a long-term target. However, it is impossible to evaluate how it has been met so far. The majority of SSs in the South Bohemian Region was successful when applying for and using money from European projects. Management of such schools used a pro-active managerial approach. Management selected among the teachers a professional who was trained in the given issue and was provided with good conditions. Management created good conditions for his/her work with respect to the future of the school. Schools have been successfully meeting long-term regional priorities. Secondary schools satisfied long-term objectives on the basis of FEP, SEPs and requirement of the prepared reform of the school-leaving examination and the current reform of the final examination. Some newly developed SEPs reflected some regional specific features. Secondary schools participated in the republic-wide project of environmental education - *M.R.K.E.V.*

Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy

Projects were effectively used for the purpose of wider utilisation of ICT in secondary schools. Apart from cooperation with their founders contacts resulting from professional orientation of the school were important, for example contacts with professional institutions, occupational organisations and unions, companies and employers from relevant industries. These enabled schools to organise special excursions, provided workplaces for practical teaching and experts for drawing up contrary opinions on the final thesis of students, for giving lectures, teaching vocational subjects and participating in final examinations.

Enhancing and Extending Foreign Language Teaching

Partnership with schools abroad proved to be beneficial, in particular as regards cooperation (language, the environment) in projects, organising pupil exchanges and practice abroad. Projects implemented by SSs which used regional or European resources contributed mainly to the motivation of students to extend their professional knowledge and skills.

F.3.7 Liberec Region

Curricular Reform

The structure of SEPs in secondary general schools always complied with FEP. One technical school developed SEPs for two study branches (hotel management and tourism, and business academy) and piloted them within the *Pilot S* project. A healthy life style and primary prevention is applied in the whole spectrum of the visited schools. Head teachers meet their obligation to ensure further education for teachers dealing with prevention issues. Schools used creative forms when addressing prevention. Projects of environmental education range from activities concerning waste sorting and collecting secondary waste and care for green areas in the neighbourhood of schools to drawing up projects aimed at getting money from the ESF – the Operational Programme Human Resources Development regarding environmental issues focused on public green areas and sports facilities in the Liberec Region. Secondary schools participated in the republic-wide project of environmental education - *M.R.K.E.V.*

Enhancing and Extending Foreign Language Teaching

CSI registered a persistent lack of qualified teachers of foreign languages, in particular teachers of English, although it is English which is more and more demanded. Teaching methods, organisational forms and teaching activities which teach pupils more about a language and less to use it as a tool of communication in model authentic situations still prevail.

Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy

As regards the availability of information and communication technologies the gaps between schools are getting wider. The differences are in the number of PCs and classrooms as well as in the quality of hardware and software. This situation is a result of financial constraints on founders. Schools' own initiatives play a very important role in this area. Some schools had problems paying fees for internet connections. Schools were seeking other financial resources, for example by means of their involvement in the ESF projects or in the network of local centres of further education (predominantly secondary technical schools and secondary general schools) through the Centre of Education Attainment in the Liberec

Region. Head teachers developed plans for the further education of teachers. Teachers started to use the provision of accredited centres as an opportunity for their personal development.

F.3.8 Hradec Kralove Region

Curricular Reform

In the last three years the Czech School Inspectorate has reported a gradual growth in the number of projects applied for in the region since schools were forced to seek for funds for their development activities outside the regular resources provided by the government and the founder of the relevant school. These were usually schools with proactive strategies of management and schools previously experienced in developing projects, which were more frequently involved in projects. Only some of the foremost schools participated in the National Grant Programmes, focused mainly on the preparation of trainers and the development and verification of SEPs (*Pilot S*), preparation of a new form for completing studies in secondary schools (e.g. *Quality 1*) and others (e.g. *A School for Sustainable Life*). Regional Grant Programmes concentrated especially on improving the quality of conditions for the education process. The largest number of schools used this form of subsidy. Municipal Grant Programmes (and respective subsidies obtained from local private companies) are most frequently used to fund less demanding and short-term projects as well as projects aimed at enhancing the visibility of a school.

Enhancing and Extending Foreign Language Teaching

In order to support language education secondary schools in the Hradec Kralove Region implemented cross-border projects. As regards international cooperation the Hradec Kralove Region used mostly EU funds, namely programmes enabling it to utilise grants, such as *Socrates* and *Leonardo da Vinci*. Further resources to cover this area were obtained through grant programmes financed by the region. Projects were aimed at developing international cooperation, exchange of experience and improvement of foreign language teaching as well as the professional competences of pupils and teachers.

F.3.9 Pardubice Region

Curricular Reform

Strategic objectives of the development of secondary schools were prepared in writing in all cases and corresponded to strategic documents concerning the development of education in the Czech Republic and in the Pardubice Region. The monitored schools do not expect any changes in their provision of education for the next year because the branches correspond to the needs of the labour market. The submitted strategic documents proved that schools apart from vocational issues put an emphasis on improving the preparation of students in foreign languages and information technologies. School managements inform their founders and School Boards on strategic objectives. Objectives set in the strategy for the development of schools were met in the majority of cases. Secondary schools participated in the republic-wide project of environmental education - *M.R.K.E.V.* Two SSs decided to participate in an education programme supporting healthy development of students in the Czech Republic guaranteed by the National Health Institute.

Gifted Children, Pupils and Students and Children with Special Educational Needs

Projects as well as extra-curricular activities developed especially the talents and gifts of students. The Bishop Secondary General School in Skutec was involved in a significant

project for the education of students with SEN. This was a project of the Joint Regional Operational Programme – Social Integration of Population in Districts of the Pardubice Region entitled *Disabled Students in a Secondary General School - provision of new educational services for disabled and disadvantaged students in the system of secondary education*.

Enhancing and Extending Foreign Language Teaching

International projects were implemented in the Pardubice Region quite rarely and schools rather entered into international cooperation. An example of good practice can be seen in the provision of the above-standard conditions for teaching focusing on future jobs with the possibility of developing knowledge of foreign languages at contracted workplaces abroad. Such exchanges are organised for students of the Secondary Hotel Services School, Bohemia s.r.o. in Chrudim. All the visited secondary general schools and four secondary technical schools continued their previously commenced student exchange programmes. If we take into account only the visited sample of schools, two secondary technical schools - (STS and SVS in Pardubice–Polabiny, Podebradska 94 and the Private Secondary Technical School TRADING CENTRE s.r.o. in Litomysl) have not yet entered into international cooperation.

Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy

Two secondary general schools of the monitored sample of secondary schools, within an action programme in the area of lifelong learning, obtained further financial resources for the partnership project *Comenius*, which will continue until 2009. Ten teachers of secondary general schools (6%) and 14 teachers of other types of secondary schools (amongst the monitored schools) are completing their professional qualifications within the further education of teachers.

F.3.10 Vysocina Region

Curricular Reform

Secondary schools in this region have had long experience with projects. The projects of secondary schools focused in particular on improving material conditions (for example furnishing special classrooms) and enhancing foreign language teaching (both for students and teachers).

Prevention of Pathological Social Phenomena

Secondary school projects implemented in the Vysocina Region were also aimed against pathological social phenomena. A good example may be the *Comenius* project.

F.3.11 South Moravian Region

Curricular Reform

In their policies and strategies secondary schools endeavoured to meet regional and national education objectives. A number of projects represent a financial contribution to the budget of schools.

Enhancing and Extending Foreign Language Teaching

Projects implemented by secondary schools affected mainly the development of key competences and improvement in the language knowledge of students.

F.3.12 Olomouc Region

Curricular Reform

The development of SEPs, completing the required qualifications by studying in higher education institutions, and the new concept of school-leaving examination (maturita) rank among the main areas covered from the financial support for the region. The number of cases of systematic cooperation between secondary schools and other entities with a view to inter-connecting theory and practice was on the rise. Standardised tests were used for monitoring the quality of education.

Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy

The material background of secondary schools enabled the development of information literacy of both teachers and students. Language education (the English language) and school management studies were the principal areas covered by the further education of teachers.

F.3.13 Moravian-Silesian Region

Curricular Reform

Secondary schools in the region continue to implement a system project financed from the ESF and managed by the MEYS - Quality I. In cooperation with representatives of the Polish minority the Czech School Inspectorate, within the limits given by the MEYS, agreed on the procedure of schools when drawing up and recording documents in languages other than Czech. The Polish minority national education system is among the priorities of the Moravian-Silesian region incorporated in the Long-term Education Objectives of the Region. In order to improve the quality of secondary education the region made use of evaluation of the quality of education in the region. The objectives for the years 2008 – 2010 assume cooperation of the region with higher education institutions with a view to introducing new study programmes for students of pedagogical faculties which would reflect the needs of school practice (for example the increasing interest in bachelor's studies of kindergarten teachers). With regard to the content of this goal and the objective of the region to establish a regional counselling system mutual consistency of these two objectives would be desirable.

Enhancing and Extending Foreign Language Teaching

As regards the Moravian-Silesian Region, secondary schools and their founders made their best efforts to meet the requirements of the National Plan for Teaching of Foreign Languages as well as the requirements placed on schools as a consequence of the new type of school-leaving examination (maturita) in a foreign language (teachers concentrated on further education concerning foreign languages, on support for and enhancement of material conditions, an individual approach towards students, new teaching methods, shift in professional qualifications, and on projects). The whole area saw progress, when compared to previous years, and is supported by a nation-wide language programme as well as by international, regional and individual projects of schools.

Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy

Within the project co-financed from the ESF some schools established community centres in schools for the general public, equipped with ICT, but the interest in such services

did not meet the expectations. The resources purchased cannot be used for regular instruction. CSI found that it would be necessary to include education particularly regarding the new form of school-leaving examination in the plan for future education of teachers as schools are not well informed in this area.

F.3.14 Zlin Region

Curricular Reform

The *Quality I* project concerning uniform final examinations enabled schools to mutually compare the knowledge and skills of pupils. Secondary schools in the Zlin Region participated in the republic-wide project of environmental education - *M.R.K.E.V.*

Enhancing and Extending Foreign Language Teaching

Projects focusing on professional short term attachments of students in different EU Member States have been beneficial for schools in the Zlin Region for a long period time. Projects are supported by multi-cultural discussions, the promotion of regional identity and European coexistence. A good example may be the *TANDEM* projects of student exchanges organised by the Secondary General School in Uherske Hradiste.

Further Education of Pedagogical Staff and Enhancing Instruction in Information Literacy

Secondary schools in the Zlin Region excellently used projects implemented within lifelong learning and further education. Such projects were developed by more than 50% of SSs in this region. The projects enabled students of secondary schools participate in further education in their respective field of studies (for example *METUD*, *ROZAM*, and *ITUM* projects). On the basis of the Strategy for Financial Education in the Czech Republic a unique project called Finance and Us (the Business Academy of Tomas Bata and the Tertiary Professional Business School in Zlin) was drawn up. Its task is to develop the capabilities of course participants in financial management and banking and to support further options in education in the area of financial literacy. Secondary schools in the Zlin region also used projects pertaining to the area of vocational education, for example *Programming Multiple axis CNC Machines*, *Programming Modern Single-chip Microcomputers in Higher Programming Languages*, *Application of Programmable Logic Fields*, and *AVR Micro-controllers in Automated Technology*. In 2007 and 2008 the Zlin Region, alongside other partners, organised the republic-wide conference “School in a Company – A Company in a School”, the topic of which was the issue of the lack of qualified labour force for trades, requirements of the labour market and searching for solutions.

Annexes

Annex 1: Criteria for Evaluation of Schools and School Facilities in the School year 2007/2008

Inputs

- School or school facility management
 - o School education programme / the content of education
 - o Strategy and planning
 - o Head teacher and educational process management
 - o Impact of school self-evaluation and internal control system
- Prerequisites of a school for meeting a school education programme / the content of education
 - o Staffing
 - o Safe conditions for education
 - o Admission to education
- Partnership¹⁵
 - o Benefits of partnership for school management decision-making

Educational Processes

- Course of education (process of meeting objectives of SEP / the content of education)
 - o School internal environment
 - o Conditions for teaching and their utilisation
 - o Evaluation of children, pupils and students
 - o Efficiency and effectiveness of supporting children, pupils and students with special educational needs / exceptionally gifted children, pupils and students

Outputs

- Success of children, pupils and students within the education programme

¹⁵ Partnership– includes not only partners of schools as stipulated in the Education Act but also other entities such as informal parent organisations, partner schools, and so forth

Annex 2: The Procedure for Evaluation of Schools by the Czech School Inspectorate in the School year 2007/2008

Description of the Evaluation system

The Czech School Inspectorate uses more criteria (multicriteria evaluation approach) for evaluating institutions included in the register of Schools with a fundamental tool being a set of criteria for the evaluation of conditions, the course and results of education and school services. Its structure is based on the requirements of school legislation and this makes it possible to monitor innovation and modernisation in schools according to the priorities incorporated in the long-term objectives of education and the development of the education system at national and regional levels. The set of criteria is linked to the European Qualifications Framework for Lifelong Learning and, when some selected parameters are used, makes it possible to compare quality in individual parts of the Czech education system.

The development of the set of criteria as a model of the institutional evaluation of schools and school facilities (within the current legislative conditions) is directed towards bringing together external evaluation and school self-evaluation in the basic scheme 'inputs – processes – outputs'. Criteria included in this scheme are for the purposes of school evaluation broken down into main indicators, with respect to the level of education or types of schools. Changes of the inspection system will be completed by development of the basic set of tools for detecting and evaluating the extent to which specified criteria are being met. CSI evaluation tools are also currently being developed as a system of feedback on gradually introduced curricular reform. Data collection and processing are supported by the new CSI information system.

Basic Methods of Detecting and Evaluating Conditions, the Course and results of Education

Inspection findings and concrete sets of data describing monitored phenomena (indicators) are gathered by means of the following information sources and detection methods:

- analyses of school documentation;
- a comparative analysis, used in particular for experimental evaluation of compliance of a school education programme with the framework education programme;
- observation of rooms and other school resources (equipment);
- direct observation of both theoretical and practical teaching or the course of professional practice (subject and inspection observations);
- direct watching of competitions and other events supporting teaching;
- analysis of pupils' work;
- interviews with head teachers, teachers and other pedagogical staff;
- respective contact with school founders.

In addition, inspections focusing on a special topic use the following:

- interviews with advisory bodies to head teachers;
- interviews with pupils – foreign nationals;
- questionnaire surveys among pupils, teachers, and head teachers;
- questionnaire surveys among parents or other partners.

Check up standards and procedures for their verification with regard to transitional provisions of the Education Act have been developed for inspections.

Analytically evaluated information is a basis of inspection outputs drawn up in accordance with the Education Act at the level of the school in inspection reports and in protocols, at the republic-wide level in thematic reports. Summary findings are broken down according to the levels of education and topics of other inspection tasks stipulated by the Education Act.

Analytical activities use, in addition to European documents, developed analytical studies of strategic documents and data/information published by schools pursuant to the Education Act. An example might be the Long-term Policy Objectives of Education and the Development of the Educational System in the Czech Republic highlighting priorities of further development and progress indicators. The Czech School Inspectorate is also building on annual reports of individual regions and priorities of the Long-term Policy Objectives of Education and the Development of the Educational System in regions. Furthermore, CSI also uses information sources of partner organisations – The Institute for Information on Education, the Pedagogical Research Institute, the National Institute for Vocational Education and Training, as well as other institutes, institutions and associations working within the education system.

Principles for Measurement and Evaluation

Summary evaluation is based on evaluation of individual logically inter-connected indicators and criteria (or sub-criteria). The top of an evaluation “pyramid” is formed by principal evaluation areas (qualitative evaluation), while lower levels consist of criteria and sub-criteria (qualitative evaluation using a three-level scale with a respective variant N), a wide base of individual indicators (quantitative parameters – the number; proportions; qualitative evaluation using dichotomous or other, as a rule, three-level scales).

General Qualitative Description of a Three-level Evaluation Scale

The objective for using this scale is to specify, on the basis of summary evaluation of individual parts (indicators) of a given criterion, whether a school entity achieves within the given criterion a level corresponding to a typical regional or national standard (**2**) for the same type of school or school facility, whether its activities are above-standard (**3**) or whether an entity does not achieve the required standard (**1**) and the ascertained situation is risky or whether such a situation cannot be detected or was not monitored at all (**N**). In general the Czech School Inspectorate defines individual levels as follows:

1 Negative situation unambiguously prevails within the evaluated criterion; activities being performed breach legal regulations and the school education programme (approved teaching documents); planning, quality management and sustainable development of the given area are not efficient or cannot be proven; serious deficiencies occurred.

2 Normal (average, standard) functional situation prevails within the evaluated criterion; activities are carried out in compliance with legal regulations and the school education programme (approved teaching documents), these are breached only occasionally. Planning, quality management and sustainable development of the given area display quite frequent deficiencies, some of which may be removed only with difficulty.

3 Excellent situation prevails within the evaluated criterion, activities are carried out in compliance with legal regulations and the school education programme (approved teaching documents); quality and sustainable development of the given area are being planned and are well managed within the meaning of the strategic objectives of the given school entity; partial deficiencies occur only very rarely and they are being successfully removed.

N A variant for the case when, for different reasons, it was impossible to assess the situation of the given phenomenon in a certain school or the situation was not monitored in compliance with the task of the given inspection.

Table P 1: Basic scale and parameters

| Levels and elements of the evaluation system | Measurement, evaluation | | | | Description |
|---|-------------------------------|---|---|---|---|
| Principal evaluation areas - expresses how the provisions of Sec. 174 (2) of the Education Act are met | Qualitative evaluation | | | | summary conclusions and evaluation of the given areas |
| Criteria - include extensive parts of principal areas of evaluation - stem from the provisions of legal regulations - are clarified on the basis of conclusions of strategic documents for education development Sub-criteria - express the content of individual parts (areas) of a given criterion; they do not always need to be defined | 1 | 2 | 3 | N | - three-level scale is always used to evaluate criteria and sub-criteria - N variant – cannot be detected, was not monitored |
| | – → +* | | | | |
| Indicators - express the content of monitored phenomena, facts, real value within the given sub-criterion (criterion) - are of qualitative and quantitative nature - definitions have both theoretical and practical basis - indicators are mutually inter-connected and make it possible to identify causalities of monitored phenomena - selection in terms of scope and nature of an indicator is made more precise on the basis of an analysis of their real value, usually after the end of the monitored period, only exceptionally during the monitored period | number | | | | actually detected number |
| | proportion | | | | a part of a previously defined unit (as percentage, direct or additional calculation) |
| | yes – no | | | | indication of whether monitored phenomena, activities, and facts exist or do not occur |
| | 1 | 2 | 3 | N | a scale is used for evaluation of an indicator |
| – → +* | | | | | |

* Signs – and + mark orientation of a scale

Table P 2: Terminology for individual levels of evaluation of principal areas and overall evaluation of a school

| Corresponds to level 1 | Corresponds to level 2 | Corresponds to level 3 | Corresponds to variant N |
|---|--|---|--|
| <i>Substandard</i> , adverse situation prevails; risks are inadmissible, critical | <i>Standard</i> (average) situation prevails, evaluated area is functional, risks are admissible, marginal | <i>Above-standard</i> (above-average) situation unambiguously prevails; risks are unimportant, negligible | <i>The give area could not be evaluated, in compliance with the assignment</i> (this variant shall not be used for overall evaluation of a school) |
| Substandard situation | Average, functional (standard) situation | Above-standard (above-average) situation | |

Annex 3: Subjects of Complaints and Their Legitimacy

Table P 3: Subjects of complaints and their legitimacy

| Monitored indicators | Kindergartens | | Basic schools | | Secondary schools | | Tertiary professional schools | | School facilities | | Total 2007/2008 | |
|--|---------------|----|---------------|-----|-------------------|----|-------------------------------|---|-------------------|---|-----------------|-----|
| | C | D | C | D | C | D | C | D | C | D | C | D |
| Number of complaints | 30 | x | 248 | x | 105 | x | 1 | x | 12 | x | 395 | x |
| Number of points of complaints | 61 | 31 | 552 | 157 | 244 | 48 | 4 | - | 24 | 4 | 885 | 240 |
| Safety of children and pupils | 9 | 5 | 33 | 13 | 4 | - | - | - | 1 | - | 47 | 18 |
| Discrimination for no reason | 3 | 1 | 16 | 3 | 4 | 1 | - | - | - | - | 23 | 5 |
| Evaluation and classification | - | - | 36 | 14 | 50 | 8 | 1 | - | - | - | 86 | 22 |
| Examination before a board of examiners | - | - | 8 | 4 | 23 | 6 | - | - | - | - | 31 | 10 |
| Communication with statutory representatives | 8 | 5 | 101 | 36 | 19 | 6 | - | - | 1 | 1 | 132 | 48 |
| Material conditions for teaching | 1 | 1 | 9 | - | 2 | 1 | - | - | 1 | - | 13 | 2 |
| Complaints not resolved | - | - | 21 | 2 | 10 | 1 | - | - | - | - | 31 | 3 |
| Bullying not solved | - | - | 32 | 4 | 4 | - | - | - | - | - | 36 | 4 |
| Staffing | 7 | 4 | 33 | 11 | 10 | 1 | - | - | 1 | - | 51 | 16 |
| Meeting education programmes | 3 | 2 | 8 | 4 | 10 | 3 | - | - | 2 | - | 23 | 9 |
| School operations | 8 | 4 | 23 | 6 | 10 | 1 | - | - | 2 | - | 43 | 11 |
| Adopted measures to remove deficiencies | - | - | 3 | 1 | 3 | - | - | - | - | - | 6 | 1 |
| Decision on not to admit a pupil to school | 1 | - | - | - | - | - | - | - | - | - | 1 | 0 |
| System of managing and evaluating employees | 3 | 2 | 5 | 1 | 5 | 2 | - | - | 5 | - | 18 | 5 |
| School Rules of Order | - | - | 4 | 2 | 9 | 2 | - | - | - | - | 13 | 4 |
| Boarding | 3 | 2 | 1 | 1 | - | - | - | - | 7 | 1 | 11 | 4 |
| Physical punishment of a pupil | - | - | 11 | 2 | 2 | - | - | - | - | - | 13 | 2 |
| Manner of completing studies | - | - | 1 | - | 5 | - | - | - | - | - | 6 | - |

| Monitored indicators | Kindergartens | | Basic schools | | Secondary schools | | Tertiary professional schools | | School facilities | | Total 2007/2008 | |
|--|---------------|---|---------------|----|-------------------|----|-------------------------------|---|-------------------|---|-----------------|----|
| | C | D | C | D | C | D | C | D | C | D | C | D |
| Payment for education and school services | 1 | - | 2 | - | - | - | - | - | - | - | 3 | - |
| Level and course of education | 2 | 1 | 30 | 8 | 10 | - | 1 | - | - | - | 43 | 9 |
| Educational measures and classification of pupils' behaviour | 3 | 2 | 51 | 17 | 15 | 5 | 1 | - | - | - | 70 | 24 |
| Use of financial resources from the state budget | - | - | 2 | - | - | - | - | - | - | - | 2 | |
| Education of pupils with SEN | - | - | 30 | 14 | 1 | - | - | - | - | - | 31 | 14 |
| Other | 9 | 2 | 81 | 14 | 47 | 11 | 1 | - | 4 | 2 | 142 | 29 |

Key:

C = the total number of complaints (impulses for "investigations")

D = a complaint was assessed as justified

Annex 4: Adherence to Legal Regulations concerning the Provision of Education and School Services

Table P 4: Checks pursuant to the provisions of Sec. 28 of the Education Act

| Checked provision | No. of violations |
|--|-------------------|
| par. 1 (a) - the decision on registration in the Register of Schools complies to ascertained facts | 5 |
| par. 1 (a) - in the case of change of data an application for alteration of data in the Register was filed on time and its content was correct | 8 |
| par. 1 (b) - a register of children, pupils and students – a School Register - is maintained in compliance with ascertained facts | 10 |
| par. 2 and 3 - the School Register contains mandatory data on a child, pupil or student | 18 |
| par. 4 - a school modifies records and data without any delay after receiving information on their change | 8 |
| par. 1 (c) - documents concerning the admission of children, pupils, students are maintained correctly | 2 |
| par. 1 (c) - documents on the course of their education are maintained correctly | 6 |
| par. 1 (c) - documents on completion of education are maintained correctly | 5 |
| par. 1 (d) - a head teacher submitted school education programmes or other teaching documents | 13 |
| par. 1 (e) - a head teacher submitted the Report on School-assessment | 32 |
| par. 1 (e) - a head teacher submitted the Annual Report on School Activities | 7 |
| par. 1 (f) - class registers contain provable data on the education provided and the course of education | 3 |
| par. 1 (g) - a school (school facility) has drawn up a School Rules of Order (the Internal Order of the School) | 3 |
| par. 1 (h) - school maintains minutes of pedagogical meetings | 9 |
| par. 1 (i) - a school maintains a Book of Injuries of children, pupils and students, and medical reports | 3 |

Table P 5: Checks pursuant to the provisions of Sec. 30 of the Education Act

| Checked provision | No. of violations |
|---|-------------------|
| Sec. 30 (1) - School Rules of Order (the Internal Order of the School) has been issued | 4 |
| Sec. 168 (1) (b) - School Rules of Order (the Internal Order of the School) has been approved by the School Board | 28 |
| Sec. 30 (1) (a) - School Rules of Order regulates details on the execution of rights and duties of children, pupils, and students and their statutory representatives | 26 |
| Sec. 30 (1) (b) - School Rules of Order regulates operations and the internal regime of the school | 8 |
| Sec. 30 (1) (c) - School Rules of Order regulates conditions on ensuring the safety and protection of the health of children, pupils or students | 20 |
| Sec. 30 (1) (d) - School Rules of Order regulates conditions concerning the treatment of the property of schools by children, pupils, and students | 20 |

| Checked provision | No. of violations |
|--|-------------------|
| Sec. 30 (2) - School Rules of Order encompasses rules for the evaluation of the results of education of pupils and students | 30 |
| Sec. 30 (3) - School Rules of Order were published in an accessible place | 15 |
| Sec. 30 (3) - children, pupils, and students of the school were informed in a provable manner about the content of the School Rules of Order | 10 |
| Sec. 30 (3) - employees of the school were informed in a provable manner about the content of the School Rules of Order | 14 |
| Sec. 30 (3) - The statutory representatives of minors were provided with information on the content of the School Rules of Order | 18 |

Table P 6: Checks of other provisions of the Education Act

| Checked provision | No. of violations |
|---|-------------------|
| The head teacher of the school takes decisions in accordance with the Education Act on: | |
| - transfer of a pupil or a student to a higher grade (Sec. 17 (3)) | 7 |
| - approval of an individual education plan (Sec. 18) | 19 |
| - admission of a child to pre-school education (Sec. 34) | 10 |
| - termination of pre-school education (Sec. 35) | 17 |
| - postponement of compulsory school attendance (Sec. 37) | 13 |
| - transfer of a pupil to a corresponding grade of a basic school (Sec. 39 (2)) | 6 |
| - admission of a pupil to basic education (Sec. 46) | 8 |
| - transfer of a pupil to another basic school (Sec. 49 (1)) | 10 |
| - transfer of a pupil to another education programme (Sec. 49 (2)) | 13 |
| - approval to continue basic education (Sec. 55 (2)) | 11 |
| - admission of a student to secondary education (Sec. 59 and the following Sections) | 5 |
| - admission of a student to a tertiary professional school (Sec. 93 and the following Sections) | 11 |
| - admission of a student to a conservatoire (Sec. 88) | 12 |
| - transfer between schools (Sec. 66 and Sec. 97) | 6 |
| - change of the branch of education (Sec. 66 and Sec. 97) | 6 |
| - interrupting education (Sec. 66 and Sec. 97) | 10 |
| - repeating the grade after completing compulsory school attendance (Sec. 52 (6), Sec. 66 (7), and Sec. 97 (8)) | 6 |
| - reducing or waiving charges for the provision of education or school services (Sec. 123 (4)) | 18 |
| - conditional expulsion or expulsion of a pupil or a student from the school or school facility (Sec. 31 (2) and (4)) | 9 |
| - recognition of attained education (Sec. 70 and Sec. 100) | 5 |
| - approving and cancelling the individual education of a pupil (Sec. 41) | 4 |
| The school or school facility provides education or school services in compliance with the Education Act. | 5 |
| The school or school facility provides education or school services in compliance with records included in the Register of Schools and School Facilities. | 2 |

| Checked provision | No. of violations |
|---|-------------------|
| The school or school facility provides education or school services in compliance with education programme laid down in Sec. 3. | 5 |
| The head teacher of a school or a school facility ensures that education or school services are provided by qualified pedagogical staff in compliance with Sec. 3, 4 and 32 of Act No. 563/2004 Coll. on Pedagogical Staff and on the amendment to some other acts, as amended. | 21 |
| The head teacher of a school or a school facility creates conditions for the further education of pedagogical staff (Sec. 24 (3) of the Act on Pedagogical Staff). | 4 |
| The head teacher of a school or a school facility creates conditions for work of the School Board if such a board has been established pursuant to the Education Act. | 4 |
| The head teacher of a school or a school facility ensures that persons listed in Sec. 21 of the Education Act are provided with timely information on the course and results of the education of a child, pupil or student. | 3 |
| The head teacher of a school or a school facility ensures cooperation in implementing the ministerial programme aiming at identifying education results. | 9 |
| The head teacher of a school or a school facility creates sufficient conditions for supervising children and minors in school or a school facility. | 3 |
| The head teacher establishes a Pedagogical Board as his/her advisory body. | 9 |
| The head teacher discusses with the Pedagogical Board all crucial documents and measures concerning the educational activities of the school. | 19 |
| The head teacher of a school or a school facility established by the state, a region, or a municipality sets out the organisation of and conditions for school or school facility operations. | 1 |
| The head teacher of a school or a school facility established by the state, a region, or a municipality is responsible for using financial resources from the state budget allocated under Sections 160 through 163 of the Education Act. | 0 |
| The head teacher of a school or a school facility established by the state, a region, or a municipality submits an analysis of financial management. | 0 |

Table P 7: Checks pursuant to the provisions of Sec. 166

| Checked provision | No. of violations |
|---|-------------------|
| The head teacher of a school or a school facility satisfies the prerequisites for performing the office of the head teacher as stipulated in Sec. 5 and 32 (a) of the Act on Pedagogical Staff | 5 |
| The head teacher of a school or a school facility established by the state, a region, a municipality or a union of municipalities was appointed on the basis of a tender published by a school founder (Sec. 166 (2)) | 8 |

Table P 8: Checks pursuant to the provisions of Sec. 166 and related provisions

| Checked provision | No. of violations |
|---|-------------------|
| The head teacher of a school or a school facility which was not established by the state, a region, a municipality or a union of municipalities set up a School Board. | 3 |
| The head teacher of a school or a school facility which was not established by the state, a region, a municipality or a union of municipalities issued election rules for the School Board. | 2 |
| The head teacher or his/her deputy, authorized by the head teacher, participated, upon the request of the Chair of the School Board, in the meeting of the School Board. | 1 |
| The head teacher of a school or a school facility creates in compliance with Sec. 166 and 167 conditions for the work of the School Board if the Board was established under the Education Act. | 4 |
| The head teacher of a school or a school facility organised the election to the School Board within one year after the Education Act came into effect (Sec. 185 (10)). | 3 |
| The head teacher of a school or a school facility appointed other members of the School Board in case statutory representative of minor pupils or pupils and students did not elect the required number of members of the School Board although there were repeated requested to do so. | 18 |
| The head teacher enables the School Board to access information about the school, in particular school documentation. | 9 |
| The head teacher of a school or a school facility submitted draft school education programmes to the School Board to obtain the Board's opinion | 14 |
| The head teacher of a school or a school facility submitted for the School Board's approval the Annual Report of the School. | 6 |
| The head teacher of a school or a school facility submitted for the School Board's approval the School's Rules of Order. | 15 |
| The head teacher of a school or a school facility submitted for the School Board's approval the Scholarship Rules (in secondary schools and tertiary professional schools). | 12 |
| The head teacher of a school or a school facility submitted to the School Board's approval rules for evaluating pupils in basic and secondary schools. | 22 |
| The head teacher of a school or a school facility enabled the School Board to participate in developing strategic objectives of the school. | 5 |
| The head teacher of a school or a school facility submitted to the School Board information allowing it to discuss the draft budget of the legal entity for the next year. | 4 |
| The head teacher of a school or a school facility submitted to the School Board information allowing it to deliver its opinion on the analysis of financial management, including draft measure for respective improvement. | 4 |
| The head teacher of a school or a school facility submitted to the School Board information allowing it to discuss inspection reports. | 2 |

Annex 5: List and Annotations of Reports Concerning Individual Topics in the School year 2007/2008

Equal Opportunities for Education of Foreign Nationals in the Czech Republic

the observations carried out in compliance with the request of the MEYS arising from the Czech Government Resolution No. 126 of 8 February 2006 concerning the Strategy for Integration of Foreign Nationals, in 2005 CSI strove to identify and assess the conditions, the course and results of education of pupils-foreign nationals in Czech schools. At the same time findings on how equal opportunities of foreign nationals are ensured and on the effectiveness of specific support for their education were gathered. Collected data are stored for periodic comparisons of the given situations and for analyses of trends in this area of education. Observations of this type were carried out in kindergartens, basic schools, and secondary school in all regions of the Czech Republic.

Reading Literacy as the Basis of Good Education

In its inspection practice for this kind of observation CSI used procedures to ascertain and assess the conditions, the course and results of education at all levels of the education system. All inspections were held in accordance with the objective of the curricular reform in the Czech Republic and in relation to the European set of indicators for lifelong learning. The most important conclusions of the PISA international surveys published from 2000 to 2007 became the basis for preparation of this type of observation. Inspections were held in kindergartens, in basic schools, mainly in the 3rd and 7th grades, and in the 2nd grades of secondary schools in all regions of the Czech Republic.

Further Education of Teachers

In this type of observation CSI tried to establish whether legal regulations regarding the FEPS are adhered to, it evaluated how available options were used and gathered findings on the satisfaction of pedagogical staff with the provision of training courses. The aim was to reveal respective obstacles preventing teachers from undertaking further education. Observations were performed in kindergartens, basic schools and secondary schools in all regions of the Czech Republic.

Use of ICT in Schools during the Last Two Years

This quite long-lasting type of inspection focusing on one special topic tried to identify and assess the conditions for using information technologies and their impact on teaching and learning, the scope and effectiveness of support for the development of information literacy and ways to achieve it. Collected data are retained for periodic comparisons of the situations which could occur and for analyses of trends of utilising ICT in school education in all types of schools and all regions of the Czech Republic.

Mathematical Literacy not only for Mathematics

In compliance with the curricular reform in the Czech Republic, in relation to the European set of indicators for lifelong learning and according to the Plan of Principal Assignments of CSI, inspections verified within thematic observations the level of support for and development of the mathematical literacy of pupils within basic and secondary education, the level of conditions of this type of education and the effectiveness of methods used in creating and promoting the development of pupils' mathematical skills in the course of mathematics lessons and other related subjects. As regards pre-school education CSI tried to find to what extent children are supported when they are transferred from cognitive thinking

to verbal-logical thinking and when they start to attain elementary knowledge of sign systems and their functions.

Teaching of Foreign Languages from 2005 to 2008

In this thematic inspection CSI concentrated on findings gathered through observing and evaluating class instruction in foreign languages from 2005 to 2008 in kindergartens, basic schools and secondary schools. The findings make it possible to assess the development of language education in schools within the last three years. Observations focused on how schools were meeting objectives of the curricular reform concerning the enhancement and modernisation of foreign language teaching. Basic data describe the conditions for teaching foreign languages and measures which schools are implementing to support foreign language teaching. In its observations CSI aimed at, inter alia, monitoring the development of the professional qualifications of foreign language teachers and of team work of teachers, the extension of foreign language teaching and motivating activities and opportunities to apply foreign language knowledge of pupils outside the curricula.

Transition to School Education Programmes in Pre-school and Basic Education

Since the school year 2005/2006 CSI has monitored activities of schools aimed at complying with the procedure in accordance with FEP. After evaluating collected findings and after methodological and practical preparation of inspections focusing on this issue CSI launched inspections of compulsory transition to school education programmes in pre-school and basic education in the school year 2007/2008. At the same time and in compliance with the Plan of Principal Assignments of CSI in the School Year 2007/2008 inspection activities aimed at gathering data and evaluating the compliance of SEP and FEP for pre-school education and basic education were commenced. Inspections were carried out through verification of the proposed set of criteria and the prepared evaluating scheme.

Can Schools Work with Gifted Pupils?

The main aim of this type of inspection was to process the findings gathered within observations and to draw up summary information on identifying gifted pupils in schools, creating conditions to satisfy the educational needs of such pupils and identifying work methods leading to further development of their talents. Another aim was to explain the theoretical and methodological approach towards solving fundamental issues pertaining to the topic in question, to clarify a practical basis for the content of proposed directives and to draft measures with a view to improving the currently unsatisfactory situation.

Injuries in Schools and School Facilities within the Past Two Years

This topic has been monitored within inspection activities comprehensively with special attention paid to safe environments in kindergartens and at the primary level in basic schools. At the lower secondary level of basic schools and in secondary schools inspections focused on preventive programmes against bullying and abuse of narcotic substances. CSI is applying a newly established system of inspections aimed at ensuring safety and protection of the health of children, pupils and students in schools and school facilities. The concept and content of inspection procedures stem primarily from relevant provisions of the Education Act and from those sections of FEP for pre-school, basic and secondary school education which encompass detailed aims and tasks of the operational programme *Health 21* pertaining to the area in question. When analysing the actual situation of safety in schools and school facilities CSI uses comparisons of absolute and relative frequencies of occurrence of injuries and as an objective parameter an indicator of the injury rate was introduced. This calculated figure expresses the ratio between the number of injuries that occurred within the monitored period

and the number of children, pupils and students recorded for compulsory attendance in the given period.

Analysis of Information and Complaints Resolved by the Czech School Inspectorate during the Past Three Years

Effective as of 1st January 2005 the Education Act authorised CSI to carry out inspections on the basis of delivered negative information, complaints and petitions if their content is within the scope of CSI competence. CSI is also empowered to review individual statements and the results of such reviews are submitted to the founder of the relevant school for further investigation. Complaints about school employees, the subject of which is usually the professional and pedagogical level of education, and provision of school services are submitted for further examination to head teachers. Simultaneously, the relevant head teacher is required to send a copy of a document describing how the respective complaint was settled to CSI. After receiving such a copy CSI further considers whether there are reasons to launch a further inspection. Complaints which are by their nature within the competence of founders will be delivered to them. Also in this case CSI requires a copy but for its information only. Complaints which are not within the competence of CSI shall be sent to a relevant authority and at the same time CSI will inform the complainant thereof.

Annex 6: CSI Activities in the System of European Schools

Inspectors of the European Schools cooperate with representatives of education and inspection systems of all Member States of the European Union. In particular, exchanges of information and experience, opportunities to make new contacts and the development of managerial skills are important within such cooperation. Gathered experience is further used for establishing CSI inspection procedures and guidelines as well as for other international cooperation projects.

Current principal priorities of European Schools:

- European School system reform – opening the system, school autonomy
- differentiation/individualisation of education
- integration of pupils with special education needs
- integration of pupils without their own language department
- consistency between pre-school, basic and secondary cycles of European Schools
- harmonisation of conditions and the course of education in and between language departments
- reform of pre-school education
- language education issues
- ICT education issues
- instruction of religion and non-confession ethics
- reliability of the European Baccalaureate
- enhancement of the system of evaluation and team inspection

The most important activities of CSI in the primary cycle of European schools in the school year 2007/2008:

- 9 inspection visits in European schools – a team observation of music lessons, inspections in Czech sections in European Schools Brussels III and Luxembourg II, observations of lessons of the Czech language and literature in the ES in Munich and in Frankfurt (in total 75 observations)
- participation in 11 meetings of Boards of Inspectors and Teachers' Boards
- participation in 6 meetings of working groups – the issue of consistency of education; between individual cycles of European Schools, team observations of music lessons, team inspection of a subject entitled “Discover our World”, pre-school education (drawing up guidelines)
- involvement in organising and participation in the symposium for pre-school education
- participation (twice) in commissions for selecting candidates on the position of teachers and managers of European Schools
- drawing up curricula for pre-school education
- drawing up curricula for the Czech language and literature for pre-school and primary cycles of European Schools
- ongoing discussions of documents issued by the Board of Governors of European Schools (in cooperation with MEYS)

The most important activities of CSI in the secondary cycle of European schools in the school year 2007/2008:

- 6 inspection visits to European Schools – observations of the lessons of the Czech language in Brussels III and Munich, a Vice-Chair – the European Baccalaureate in Alicante (in total 72 observations)

- participation in 10 meetings of Boards of Inspectors and Teachers' Boards
- participation in 6 meetings of working groups (coordinators for education of pupils without a language department, the European Baccalaureate, selection of baccalaureate questions for the Czech language and literature, differentiation in education)
- participation (four times) in commissions for selecting candidates on the position of teachers and managers of European Schools
- organisation of education of teachers of European schools
- drawing up curricula for Czech language and literature for secondary cycles of European Schools
- ongoing discussions of documents issued by the Board of Governors of European Schools (in cooperation with MEYS)

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Annual report of the Czech School Inspectorate for the 2007/2008 School Year

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