

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.