

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).