

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).