

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 The scale is outdated and does not conform to the needs of procedures for assessment under the new Education Act.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.