



impairment) according to former teaching documents (pursuant to Sec. 185 (1) of the Education Act). Although the FEP BE for special basic schools has been published in accordance with the transitional provisions of the Education Act, schools have not yet been obliged to follow it (this will be binding for them from the school year 2010/2011).

This chapter also encompasses basic findings relating to basic schools of music and arts. The Framework Education Programme for basic schools of music and arts was published at the end of the school year reviewed (schools will be obliged to follow this from the beginning of the school year 2012/2013).

I.

Evaluation of the Effectiveness of the Education System of Basic Education

Basic education is implemented in the Czech Republic in basic schools, special basic schools and at the lower level of six- or eight-year secondary general schools (gymnázium).

Education for gifted pupils is provided in lower grades of six- or eight-year secondary general schools and at the lower level of conservatoires. As regards voluntary optional education these are basic schools of music and arts and leisure centres which provide artistic education in individual artistic branches.

Inspection evaluations of the effectiveness of the education system are based on the statistical data gathered by the IIE and the MEYS as well as on the data collected by the CSI. At the same time the CSI analysed, on the basis of its own findings, the development of the main indicators decisive for financing basic education (indicators of performance and stability of the network of schools), the development of provision of education and the development of economic conditions.

Performance and Stability of the Network of Schools Providing Basic Education

Statistical data collected by the IIE demonstrate negligible deviations when compared with the previous school year. Basic education was provided by 4,125 basic schools. However, pupils were also fulfilling compulsory school attendance in 314 six- or eight-year secondary general schools and in 17 conservatoires. Although the number of private and church schools increased the total number of schools only moderately decreased because the number of public-funded schools slightly dropped.

Table 10

Selected performance indicators of the education system for basic education

| Monitored parameter Czech Rep. (according to the IIE) | Situation in 2008/2009 | Situation in 2009/2010 | Year-on-year change (%) |
|---|------------------------|------------------------|-------------------------|
| Number of pupils in BSs | 816,015 | 794,459 | -2.64 |
| Total number of BSs | 4,133 | 4,125 | -0.19 |
| Number of classes | 42,498 | 41,941 | -1.31 |
| Proportion of small schools (%) | 52.82 | 53.26 | +0.44 |
| Proportion of public-funded schools (%) | 97.39 | 97.29 | -0.10 |
| Proportion of private schools (%) | 1.64 | 1.74 | +0.10 |
| Proportion of church schools (%) | 0.96 | 0.97 | +0.01 |
| Number of lower grades in SGSs | 314 | 314 | 0 |
| Number of lower grades in conservatoires | 5 | 5 | 0 |
| Number of schools with extended teaching hours | 787 | 819 | +4.0 |
| Number of basic school of music and arts | 478 | 482 | +0.84 |
| Number of leisure centres | 296 | 296 | 0 |