



Table 14

Extended instruction of school subjects in basic education

Monitored parameter Czech Rep. (according to the IIE)	Situation in 2008/2009	Situation in 2009/2010	Year-on-year change (%)
Number of schools with extended teaching hours	845	773	-8.52
of which of a foreign language	260	246	-5.39
Number of pupils attending extended teaching hours of which extended teaching hours of	77,086	70,243	-8.88
a foreign language	34,281	31,675	-7.60
of which English lessons	30,340	27,305	-10.00
physical training	18,260	15,691	-14.07
arts and culture	8,922	8,356	-6.34
ICT	7,720	6,599	-14.52
mathematics	6,811	6,490	-4.71
environmental education, instruction and culture	867	1,176	+35.64

As regards the support to pupils the CSI recommends schools pay more attention to experiments, the development of critical thinking, work with texts, and efficient utilisation of available ICT equipment during independent work of pupils as well as enhancement of pupils' speech skills and diction. The CSI positively evaluated efforts made by teachers when they considered the abilities and capabilities of pupils, they appropriately changed methods in the course of a teaching hour and they attempted to find links between the content of instruction, practice and real life situations.

ICT was used in 22.2% of the observed lessons, of which correct and effective use of ICT in relation to the implemented activities was ascertained in 70% of cases.

Evaluation of Support Provided to Pupils with Special Educational Needs

The CSI noticed effective support provided to pupils with SEN only in 56.9% of the observed lessons. All basic schools have problems when identifying pupils who come from socially disadvantaged environments, in order to be able to find effective care and prevent their failures.

Provision of information and guidance were missing in all schools and, moreover, a number of teachers were not sufficiently prepared for the integration of pupils with SEN.

The CSI also stresses that there is a low level of utilisation of individual educational plans (IEP) and use of assistance services. Only 10.3% of BSs used assistance at the elementary level and this proportion dropped at the 2nd level of BSs to 7.5% of teaching hours.

The CSI, in cooperation with the Office of the Ombudsman and invited experts, monitored the results of the reform of former special schools in relation to the rulings of the European Court for Human Rights. The CSI found deficiencies concerning the inclusion of pupils in the groups of pupils with light mental disorders. There were also problems with obtaining agreements of statutory representatives of children, effectiveness of using diagnostic observations of children and pupils had only very limited possibilities for returning to mainstream education. The CSI found violations of the Education Act in practical basic schools. These schools are basic schools under the Education Act; however, in a number of cases they did not provide pupils with education in accordance with the FEP. On the basis of the gathered results it can be said that the excessive number of pupils from Roma communities who were recommended by school advisory centres to attend practical basic schools without any diagnosis of mental or any other health disorders as stipulated by the Education Act is indirectly discriminatory. The