



The number of school injuries recorded in the past school year was 20,852, which represents the highest index of school injuries recorded among all levels of education (2.57 injuries per 100 pupils). When this index is compared with republic-wide numbers it is clear that the danger of an injury is 36% higher in basic schools than in other types of schools. For more detailed analyses of this topic see the relevant CSI annual thematic report.

Results of the Development of Reading and Mathematical Skills in Basic Education

A proportion of Czech pupils repeatedly participate in international studies such as PISA, TIMSS, and PIRLS. When organising such studies the CSI cooperates with the IIE. However, for the purposes of inspection evaluations the CSI does not have access to all the results of such studies. Therefore the CSI has only limited possibilities to monitor whether there are substantial impacts of such studies on other evaluated areas and what the impacts of international studies on schools participating in them are. Inspection evaluations made use of the results of international evaluations and criteria. Indicators of support are aimed at areas in which pupils failed (achieved poor results). The programme thematic cycle allowed the CSI to make comparisons of the evaluation results of support provided to both types of functional literacy in basic education after three years. In the past school year inspections focused on the detailed monitoring of support for the development of reading and mathematical literacy in 3rd grades of basic schools.

Evaluation of the Development of Reading Literacy in Basic Education

The results of international studies have clearly shown that reading proficiency has direct links to learning: pupils who are not competent readers at the given level will never catch up with their classmates in learning results (Resnick, L. B., Hampton, S.: Reading and Writing Grade by Grade. The New Standards. University of Pittsburgh and The National Center on Education and the Economy. 2009). However, reading literacy also has a decisive influence on the quality of learning at later ages.

Reading literacy is a relatively new term in Czech schools. A conceptual aim of inspection evaluations has been developed according to the Recommendation of the European Parliament and the Council on key competences for lifelong learning (COM(2005)548)³ and in compliance with the OECD guidelines for PISA, where “reading literacy means the capacity to understand, use and reflect on written texts, in order to achieve one’s goals, develop one’s knowledge and potential, and participate in society”.

It was confirmed that basic schools interpreted this term in different ways and the same applies to the practice of schools. Current findings on reading literacy and on options for its development often escape schools’ attention. The FEP offers only very limited guidance on what goals schools should achieve in the field of reading literacy. Goals are formulated either by giving too many details while at the same time being fragmented, or goals are very vague, general and help schools only in a limited way.

Some schools endeavour to formulate plans and/or strategies aimed at developing reading literacy (about 60% of basic schools affirm that they have a strategy for developing reading literacy). However, it is difficult to formulate a strategic path for achieving certain goals when the target itself is not sufficiently clear. Thus, schools do not exactly know what (and to what degree) should be achieved by a learner who completes basic education, and moreover they are not aware of individual steps leading to the target.

³ *Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. By the end of initial education and training young people should have developed the key competences to a level that equips them for adult life, and they should be further developed, maintained and updated as part of lifelong learning.*

