



Secondary Education

Secondary education has been facing an extensive change in the structure of the fields of education, enrolment proceedings and preparation for the reform of the school-leaving examination (maturita) and final examination (závěrečná zkouška). As regards inspection evaluations of individual fields of education the CSI concentrated on options of how to use an international system for monitoring progress when meeting the Lisbon Strategy aims in the area of education and training and on opportunities for using the results of research done within some development projects in cooperation with the National Institute of Technical and Vocational Education and the Institute for Information on Education.

In the school year 2009/2010 class instruction in the vast majority of cases was implemented according to teaching documents approved by the MEYS (in compliance with Sec. 185 (1) of the Education Act). In 1st grades of secondary general schools (gymnázium) and in 1st grades of 63 branches of other secondary education teachers started to teach according to school education programmes in compliance with the FEP for Secondary Technical/Vocational Education published in the first wave of FEPs (in this wave 63 framework education programmes for different fields of secondary education were published under reference number 12 698/2007-23 of 30 July 2007; they are namely: the Framework Education Programme for Secondary General Schools, the Framework Education Programme for Secondary General Schools focusing on sports and other Framework Education Programmes for secondary technical/vocational education). In the second wave a further 82 FEPs SVE were issued and these will become obligatory from the beginning of the school year 2011/2012. The 3rd wave brought about a further 82 FEPs SVE, according to which teachers will start to teach from the school year 2011/2012. In the fourth wave a further 49 FEPs SVE and FEPs for conservatoires were published and these will become obligatory for schools from the school year 2012/2013. At the same time the FEP for one year practical schools and the FEP for two year practical schools were issued – schools will be obliged to use these two FEPs from the school year 2012/2013.

The number of pupils per class is limited and oscillates between 17 and 30 pupils (the average number per school). The maximum number of pupils is 34 but schools must have an exception if they want to place this number of pupils in one class.

The CSI visited 1,076 SSs (72.3 % of all registered SSs), of which 237 were SGSs (62.5 % of all registered SGSs). In the school year reviewed the CSI concentrated on detecting and assessing the preparation and subsequent fulfilment of the aims encompassed in SEPs and formal evaluation of compliance between SEPs and the relevant FEP valid for SGSs. With respect to thematic inspections the CSI focused on enrolment proceedings and the success of pupils enrolled in the 1st grade, on the progress schools had made in supporting reading and mathematical literacy. In the preparatory period the CSI monitored preparation for the reformed school-leaving examination (maturita).

When processing the data gathered through inspection evaluations the group of secondary general schools is separated and in some cases secondary technical/vocational education is distinguished from other types of secondary education. In the case of some indicators the data are classified according to individual regions or according to the founders of schools.

I.

Evaluation of the Effectiveness of the Education System of Secondary Education

Secondary education is implemented in the Czech Republic in secondary schools, namely in secondary general schools (gymnázium), secondary technical schools, secondary vocational schools, in special secondary schools, and in conservatoires (secondary schools