



tive funding. The MEYS issues a system of normative funding for church and private schools. As far as secondary education is concerned the gaps between regions are much wider than in pre-school and basic education. According to the MEYS the differences between the highest and the lowest per capita funding were in SGSs (CZK 2,533). In the cases of six- and eight-year SGSs this gap opened to CZK 3,534. In machine-engineering branches the difference per student was CZK 9,309, in electrical branches the differences amounted to CZK 4,649, in business schools it was CZK 2,406, and in technical lyceums it was CZK 4,477 (daily studies).

In 1,076 of the total number of schools visited the CSI found that an exception of the founder relating to the permitted number of students in one class was applied in 2,213 classes. 8.6% of all the observed classes (with the exception of foreign language classes) had less than 13 students and 11.6% of classes were attended by less than 16 students. On the other hand, 13.7% of classes were attended by more than 30 students (the numbers were within the limits approved by permitted exceptions) and only two classes were attended by more students than the permitted number. The CSI also found that even some classes for Czech language lessons were divided to have less students. In 7.2% of classes there were less than nine students and 1.2% of classes accommodated more than 24 students in one group.

The effectiveness of the secondary education system is also affected by different funding methods used by founders. In this segment there is the largest share of private and church schools.

A number of secondary schools strengthened their budgets by having been involved in the Operational Programme Education for Competitiveness within regional global grants. The results of drawing on EU funds are included in the relevant the MEYS reports.

II.

Quality of Secondary Education

The Education Act defines the evaluation of students' achievement in secondary education as "input evaluation", which is performed during enrolment proceedings, mid-term evaluation during the course of studies and evaluation of students' results when completing secondary education. The CSI evaluated the quality of education in the schools visited using 16 selected characteristic features included in the National Criteria Framework in accordance with the requirements stipulated by the Education Act and the relevant Framework Education Programme but inspectors also used outcomes of their own evaluations of schools. For summarised results on secondary general schools see Table B3a and for data on other secondary schools see Table B3b. In inspection evaluations assessing the quality of the education of students involved in SE the CSI focused on detecting the success of students in secondary education while taking into account the goals of basic education in accordance with the Education Act.⁶ The main criterion was the effectiveness of the support for the development of the student's personality. Using certain specific indicators the CSI attempted to find out how students were affected by the support provided by teachers during the course of class instruction. Findings on the organisation, forms and methods of monitoring of upper grades of secondary general schools, four-year secondary general schools, secondary technical/vocational schools

⁶ *Sec. 57 Secondary education shall develop knowledge, skills, abilities, attitudes and values attained within basic education and important for the personal development of an individual. It shall provide pupils, in terms of content, a broader general education or vocational education connected with general education and shall strengthen their value system. Secondary education shall further create preconditions for fair personal and civil life, the independent acquisition of information and life-long learning, the continuation of education and preparation for carrying out a profession or work activities.*