



Conclusions

The effectiveness of the education system did not change in the past school year. The system partially responded to the increased demand for pre-school education, but demographic influence was also apparent in other levels of education. The decline in the number of pupils was compensated for at the 2nd level of basic education (lower-secondary level) by extending the provision of out of school activities. The shift of interest of students to the fields of education completed by the school-leaving examination has continued. In the past school year the economic conditions of schools were affected by reductions in school budgets in the context of the impacts of the economic crisis.

It is positive that balancing measures with the aim to strengthen the absorption capabilities of basic schools as applicants for resources from EU funds have been not only adopted but also implemented.

Nonetheless, the comprehensive analysis of the funding system of regional schools has not yet been completed. The current method of financing of the regional education system does not allow efficient interventions and it does not provide easy feedback. Schools with different founders are funded in different manners and in addition there are more methods for drawing on public funds in the Czech Republic which are not compatible and, moreover, there is Act No. 306/1999 Coll. on Providing Subsidies to Private schools, Pre-school Facilities and Other School facilities, as amended, which guarantees private persons a higher certainty of financial resources from the state budget than public-funded entities. The current legislation does not sufficiently support effective performance of the education system and systemic measures underpinning the organisation of school networks have not yet been adopted. The network of schools is affected mainly by normative (per capita) funding by regions and the risk of the establishment of several separated education networks is getting worse. **Unjustifiable gaps between budgets of schools having comparable parameters were broadening at all levels of education in regions.** Thus interventions of the state were ineffective in some areas (for example reform of former special schools, support for inclusion, support of teachers and their preparedness for upcoming changes).

MEYS development programmes were more likely a tool for compensating for the impacts of reductions in the state budget and instead of innovations they brought about a higher administrative burden mainly for small schools. The CSI repeatedly emphasised the risk that fair access to the financing of schools could be breached

Results of inspection evaluations covering the past school year revealed a **large innovation potential of Czech schools and teachers.** The education environment was affected by positive changes which proved that schools had paid large attention to new tasks arising from provisions of the Education Act. All kindergartens and basic schools have developed their school education programmes and the majority of children and pupils are educated according to them. A number of schools are implementing very interesting school projects although many schools had only minimal resources for innovations. In the area of prevention and improvement of the school climate positive progress was found in a range of schools and a lot of schools had good school systems for education towards health. Schools are seeking ways to improve the effectiveness of the prevention of bullying and of diminishing the unexcused absence of pupils/students. Kindergartens are succeeding in more active involvement of parents in joint education activities of schools. In a number of cases basic schools have become an important part of local communities. The change of structure of the fields of education is being completed in secondary education and schools have launched class teaching in accordance with SEPs.

The first results of evaluations of FEP implementation in schools demonstrated that the current concept of FEPs does not fulfil its function in accordance with the requirements of the Education Act. The complex structure of FEPs makes it even more