



# ANNUAL REPORT

## 2009/2010 Annual Report of the Czech School Inspectorate

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Prague, December 2010



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Under Section 174 (15) of Act No. 561/2004 Coll. on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act) as amended, the Czech School Inspectorate (hereinafter referred to as the 'CSI') is submitting the Annual Report encompassing summarised data on the situation in education and the educational system gathered through inspections carried out in the school year 2009/2010.

Inspection evaluations of schools were implemented in compliance with the "Plan of Principal Assignments of Inspection Activities in the School Year 2009/2010" approved by the Minister of Education, Youth and Sports on the basis of the 29<sup>th</sup> Management Meeting of the MEYS of 18 August 2009.

Inspection evaluations of schools according to the "Criteria for Evaluation of the Conditions, Progress and Results of Education" approved under the 29<sup>th</sup> Management Meeting of the MEYS of 18 August 2009 (see Annex 1) focused on certain areas of educational activities of schools such as meeting the principle of equal opportunities for education, effective support aimed at developing the personality of children and pupils, and the development of reading and mathematical literacy at all levels of education. The CSI continued its first formal evaluation of new school education programmes in pre-school, basic, and secondary education.

The CSI Annual Report is one of the principal instruments for evaluating and auditing the system of education in the Czech Republic. The aim of inspections is to detect and reveal problems of schools and to determine whether the extent of the respective ascertained risks requires an intervention by the state. Inspection evaluations are based on the principle of legality and evaluate impacts on school practice of the Education Act and its amendments. Amendments to legal regulations are included in Annex 2.

CSI findings also indirectly evaluate how strategic objectives and particular goals encompassed in the valid 2007–2011 Long-term Policy Objectives of Education and the Development of the Educational System in the Czech Republic are met.

For the first time in the development of inspection evaluations of schools the CSI assessed new procedures for the evaluation of the educational achievement of children and pupils according to school education programmes (SEPs). As regards technical and vocational education the CSI assessed an option to carry out evaluations whilst using international tools and EU procedures (participation in the EQAVET project).

Activities of the CSI have traditionally been oriented towards inspections of the environment in schools in terms of health and safety. Public-administrative audits monitored, in compliance with Act No. 320/2001 Coll. on Financial Checks in Public Administration and on the Amendment to Some Other Acts (the Act on Financial Checks), as amended, inter alia, efficient, economical and effective management of the resources provided to schools from the state budget.

In the school year 2009/2010 in total 240 school inspectors and 86 control officials worked for the CIS together with 244 external education experts who were invited to participate in inspections. In the course of the school year 2009/2010 the CSI visited in total 4,843 schools and school facilities and performed 11,907 class and subject observations. 4,448 school education programmes were evaluated within their first reading. As regards secondary education, inspections primarily focused on educational fields provided by secondary general schools (gymnázium). Summarised data are further processed on the basis of 2,136 published inspection reports and 2,193 checklists (non-public documents) as well as on participation in 463 selection interviews (tenders). The CSI received 416 complaints encompassing 796 items. The Annual Report includes results of analyses of certain selected areas. Databases of the Institute for Information in Education (IIE), the Ministry of Education, Youth and Sports (MEYS), the National Institute of Technical and Vocational Education (NITVE) and the CSI were used for analyses, which described important implications of the indicators used.

In the past school year the CSI provided schools with 1,067 deadlines for adopting measures and removing deficiencies found during inspections and provided the relevant bodies with 84 reports giving information to be further reviewed by other authorities. The Chief School Inspector submitted to the Minister of Education, Youth and Sports one proposal to remove a school from the Register of Schools. The MEYS commenced the relevant proceedings and the school was subsequently deleted from the Register. In the course of the last school year the CSI raised suggestions and comments in the legislative area concerning draft amendments to the Education Act and relating to relevant secondary legislation within the consultation procedure (i.e. documents are submitted for comments from other departments and authorities) or on the basis of inspection results. An overview of legislative proposals submitted by the CSI is included in Annex 3.

The Annual Report is divided into two main parts. The first one is divided into three chapters according to individual educational levels. The chapters encompass findings on how efficient education provided by the network of schools is, what the education quality is (pupils' achievement) and what the conditions for education in individual types of schools are.

Effectiveness is measured on the basis of a year-on-year comparison of changes that occurred within the given level of the education system with a view to identifying substantial and necessary features of individual parts of the education system and to understanding how they mutually relate. Thus quantitative and qualitative changes in the education provided by the school network are ascertained in order to find how they reflect demographic development, evaluate the accessibility of education using certain indicators and assessing demand, supply and "transit" through individual levels of education.

The course and results of education are evaluated in terms of quality. Education is evaluated, in particular, according to new school education programmes (SEPs) and on the basis of gathered information indicating how SEPs affect the achievement of children and pupils.

The evaluation of prerequisites of schools results from monitoring the conditions for education and such evaluations make it possible to define the connections between overall results of schools, including pupils' achievement, and school staffing, equipment and financial resources. The Report pays detailed attention to an evaluation of staffing since the change in the role of teachers, whose approach is important for the translation of objectives encompassed in school education programmes into the practice of schools and for the overall success rate of children, is a fundamental precondition for the implementation of all the changes relating to the enhancement of education quality and effectiveness.

Summary information on the results of inspection activities is provided for each level of education.

As a consequence of the urgency of assignments, arising, in particular, from transitional provisions of the Education Act, the CSI focused on mainstream schools (kindergartens, basic schools, and secondary schools) in compliance with the approved 2009/2010 Plan of the Principal Tasks of the Czech School Inspectorate. Visits to other schools and school facilities were mainly limited to occasional inspections – also in view of the limited capacities of the CSI.

Conclusions of the first part (Part A) contain proposals for the improvement of education at different levels according to the results of inspection evaluations, including suggestions for legislative amendments.

For the needs of education experts the second part (Part B) offers more detailed structural analyses (using tables), the introductory overview of which is included in the section entitled Tables B. Further details resulting from inspection findings collected in the past school year are available in published thematic reports, which are included in Annex 4 or in public inspection reports from specific schools, which are accessible on the web pages of the CSI – [www.csicr.cz](http://www.csicr.cz).



## Pre-school Education

Education at an early age is recognised both at international and national levels as a fundamental factor affecting the success of study, mainly as regards children from socially disadvantaged or non-stimulating environments. Pre-school education was carried out in the school year 2009/2010 according to the Framework Education Programmes for Pre-school Education (the Measure of the Minister of Education, Youth and Sports issuing the Framework Education Programmes for Pre-school Education, reference number 32 405/2004-22). The introduction of school education programmes in school practice can be considered as the most extensive innovation in pre-school education.

In the school year reviewed the CSI visited 1,498 kindergartens, which accounts for 31.1 % of the total number (4,826 kindergartens). Among inspection priorities were the first formal evaluations of school education programmes along with evaluations of children's educational achievement and of the benefits brought about by the new document on the practice of schools. With regard to thematic inspections the CSI concentrated mainly on the education area known as "A Child and His/Her Psychology", then on the conditions, course and results of the support of basic pre-reading and mathematical skills as well as on the preparedness of children to start basic education.

Altogether 3,534 inspections were performed in 1,498 kindergartens. Inspection teams evaluated in total 1,493 school education programmes for pre-school education (SEP PE). Since 2007 in total 2,947 SEPs PE have been evaluated, which means that SEPs in 61.1 % of kindergartens have been assessed. Detailed evaluation of the quality of SEPs PE is described in the relevant thematic report. The summary evaluation of the situation of pre-school education also comprises the results of reviews of 49 complaints having 86 items and information arising from inspectors' participation in 167 selection interviews.

When processing the data the division into "small kindergartens" (up to 50 children) and "large kindergartens" is used. The data concerning some selected indicators are also classified according to the founders of schools or according to individual regions.

I.

### Evaluation of the Effectiveness of the Education System of Pre-school Education

Pre-school education takes place in "mainstream" kindergartens, special kindergartens, in preparatory classes of basic schools and in preparatory classes of special basic schools. The Education Act established the right for priority admission to education for children in the last year prior to their compulsory school attendance, including exemption from fees for pre-school education.

Inspection evaluations concentrating on the effectiveness of the education system are based on statistical data provided by the Institute for Information on Education (IIE), the MEYS and on the CSI's own surveys. On the basis of its own results and findings the CSI analysed the development of the main indicators decisive for the financing of pre-school education (indicators of performance and stability of the network of schools, development of provision of education and development of economic conditions).

### Performance and Stability of the Network of Schools Providing Pre-school Education

In total 4,826 kindergartens provided pre-school education. When taking into account year-on-year comparisons statistical data report only negligible quantitative changes in the network of schools, although due to the demographic development (higher birth rates) there has been an increased number of parents who showed an interest in placing their children in a kindergarten.

Table 1

Overview of the monitored indicators for evaluating the performance and stability of the network of kindergartens

| Monitored parameter Czech Rep. (according to the IIE) | Situation in the school year 2008/2009 | Situation in the school year 2009/2010 | Year-on-year change in % |
|---|--|--|--------------------------|
| Number of children in pre-school education            | 301,620                                | 314,008                                | +4.11                    |
| Number of rejected applications                       | 19,996                                 | 29,632                                 | +48.19                   |
| Total number of schools                               | 4,809                                  | 4,826                                  | +0.35                    |
| Total number of classes                               | 13,035                                 | 13,452                                 | +3.20                    |
| Proportion of small schools (%)                       | 57.70                                  | 55.86                                  | -1.84                    |
| Proportion of public-funded schools (%)               | 97.77                                  | 97.43                                  | -0.34                    |
| Proportion of private schools (%)                     | 1.71                                   | 1.99                                   | +0.28                    |
| Proportion of church schools (%)                      | 0.52                                   | 0.58                                   | +0.06                    |

It was especially founders of private kindergartens who responded to the increased demand for pre-school education, whereas the number of public-funded schools slightly decreased.

In general, number of small schools went down. Most of the small schools are in the Vysocina Region (76.9%); on the other hand in Prague large schools prevail (88.2%).

School management and school founders increased the capacity up to the maximum permitted number of children in classes, and some entities merged (several kindergartens merged or kindergartens merged with basic schools).

The CSI found that the available capacity of the visited kindergartens was used in the past school year at 89.0%. This is the highest figure among all parts of the education system of the Czech Republic.

Table 2

Use of the capacity of kindergartens according to regions

| Regions above the average of the Czech Rep. | Capacity in use (%) | Regions below the average of the Czech Rep. | Capacity in use (%) |
|---|---------------------|---|---------------------|
| Prague                                      | 96.6                | South Moravian Region                       | 88.8                |
| Central Bohemian Region                     | 96.2                | Zlin Region                                 | 88.0                |
| Hradec Kralove Region                       | 94.9                | Liberec Region                              | 87.9                |
| Pilsen Region                               | 93.9                | Usit Region                                 | 86.1                |
| Pardubice Region                            | 92.6                | Vysocina Region                             | 84.0                |
| Olomouc Region                              | 91.6                | South Bohemian Region                       | 76.7                |
| <b>Czech Republic</b>                       | <b>89.0</b>         | Moravian–Silesian Region                    | 75.9                |
|   |                     | Karlovy Vary Region                         | 73.7                |

Even though municipalities are the principal founders of kindergartens, regions can indirectly affect their networks through setting per capita funds (i.e. normative funding)





for financing pre-school education. The overview of how available capacities are used indicates the local limitation of the availability of pre-school education in Prague and in the Central Bohemian Region.

More detailed research by the Research Institute for Labour and Social Affairs (RILSA) also demonstrated the influence of the size of the municipality, where a school is located in relation to the number of rejected applications for admission. In small municipalities of up to 500 inhabitants, about 10% of schools denied applications for admission, whilst in towns with more than 50,000 inhabitants approximately 71% of schools refused filed applications, thus rejecting in total 22% of children whose parents applied for enrolment.

### Development in the Structure of Pre-school Education Provision

In the monitored period in total 314,008 children attended kindergartens, which means that their number, when compared with the previous year, increased by 4.11%. The Education Act defines several categories of children whom the school is obliged to provide with specifically focused pre-school education. The care for children suffering from health problems, children with social and cultural disadvantages and foreign nationals was newly separated. The Act also allowed for exceptional pre-school education of children under three years of age and children older than six years whose compulsory schooling had been postponed. The lowest participation of children in pre-school education was detected in the Central Bohemian Region (90.3%), in the Usti Region (91.5%) and in the Karlovy Vary Region (95.2%).

Table 3

#### Structure of educational provision

| Monitored parameter Czech Rep. (according to the IIE)                | Situation in the school year 2008/2009 | Situation in the school year 2009/2010 | Year-on-year change in % |
|--|--|--|--------------------------|
| Proportion of five-year old children (%)                             | 29.40                                  | 28.80                                  | -0.60                    |
| Proportion of children with SEN (%)                                  | 1.07                                   | 1.04                                   | -0.03                    |
| Proportion of children under three years in pre-school education (%) | 8.75                                   | 9.81                                   | +1.06                    |
| Proportion of children whose compulsory schooling was postponed (%)  | 21.72                                  | 21.11                                  | -0.61                    |
| Proportion of foreign nationals in pre-school education (%)          | 1.09                                   | 1.18                                   | +0.09                    |

The proportion of five-year old children decreased slightly and therefore the number of five-year old children coming from risky environments who do not attend pre-school education went up.

The proportion of children under three years admitted to pre-school education increased (1.06%); however, the demand of parents exceeds the current supply.

Institutional care for children with special education needs was provided to 1.04% children of pre-school age in special kindergartens. The highest proportion of children in such schools was reported from the Hradec Kralove Region (2%).

The rate of group integration of children with SEN in mainstream schools was 2.29% at the republic-wide level, with the largest proportion being in the Liberec Region (3.8%).

The rate of individual integration of children with SEN in mainstream schools was 0.57%, while most of such children were integrated in the Liberec Region (1.2%).

The proportion of children whose compulsory school attendance was postponed dropped slightly, which could be partially caused by the opportunity to attend pre-



school education for children from socially less favoured environments in preparatory classes opened in basic schools where free education is provided.

Results of statistical surveys point to only very slight changes in the structure of pre-school educational provision in relation to the amendments to the Education Act and indicate the ability to identify the needs of children, in particular children with SEN. The CSI notes that the participation of children from socially disadvantaged families who live in socially excluded localities is still very low because according to the data of the Institute for Information on Education almost 52% of such children do not attend pre-school education at all.

Demographic development and measures taken by founders (predominantly municipalities) and implemented at the local level partially affected the development of the structure of educational provision. Evaluations of individual regions indicated differences concerning the support of integration of children with SEN in mainstream schools.

### Development of Republic-wide Economic Indicators

Overall public expenditure on pre-school education in the calendar year 2009 amounted to CZK 15,983.4 million; the republic per capita funding specified by the MEYS for 2009 amounted to CZK 37,496; average unit expenditure per child in pre-school education was CZK 39,003 (the year-on-year increase was 4.06%).

Table 4

#### Selected parameters concerning kindergarten funding

| Monitored parameter Czech Rep. (according to the IIE) | Situation in the school year 2008/2009 | Situation in the school year 2009/2010 | Year-on-year change in % |
|---|--|--|--------------------------|
| Recalculated number of kindergarten teachers          | 23,567.8                               | 24,584.3                               | +4.31                    |
| Proportion of qualified kindergarten teachers (%)     | 92.09                                  | 91.12                                  | -0.97                    |
| Average number of children per kindergarten teacher   | 12.8                                   | 12.8                                   | 0                        |
| Average number of children per class                  | 23.1                                   | 23.3                                   | +0.87                    |
| Average number of children per school                 | 62.71                                  | 65.06                                  | +2.35                    |

The average salary of kindergarten teachers was CZK 20,941; the highest salaries were in the Karlovy Vary Region (CZK 21,496) whilst the Hradec Kralove Region reported the lowest average salary (CZK 20,376).

The number of children per working time of a teacher was 12.8 children; the highest number of children per kindergarten teacher was in the South Bohemian Region (13.6) and the lowest number was recorded in the Liberec Region (12.4).

As far as the monitored sample is considered the average number of enrolled children was 23.3 in one class, whilst the average number of children actually present was 16.1 children per class, thus the average participation was 69%. The exception permitting schools to increase the number of children in one class above 24 children (up to 28 children) was used by 54.4% of schools; however, in 18 cases even this ceiling was exceeded. Fewer than six children were present in 33 observed classes (1.7%).

Restrictive measures adopted within the state budget and mainly the amount of per capita funds (normative funding) set by regions affected the financial conditions of education in the past school year. The current Framework Education Programme (FEP) does not sufficiently meet the function to be a binding basis for funding pre-school education according to the Education Act. There are considerable differences in per capita financing between comparable groups of schools. Comparisons of per capita funds in



regions and republic per capita funds show, according to the MEYS, that almost all regions distribute less money than prescribed to kindergartens, with the exception of the Usti and Moravian–Silesian Regions, which, in contrast to other regions, are attempting to strengthen pre-school education. For example, according to the data provided by the MEYS when ten children attending the kindergarten are taken into account the gap between regions was not less than CZK 6,227; when the number of 50 children in the kindergarten is taken into consideration then the difference amounted to CZK 2,009 and when considering the number over 150 children in one kindergarten the difference was about CZK 1,000 per child.

## II.

### Quality of Pre-school Education

The current problem concerning evaluation of school results in pre-school education is caused by the fact that at the national level there is no uniform approach towards checking whether children who should start compulsory schooling are mature enough. The compulsory content of the FEP PE is well set out and outputs have the nature of standards with clearly defined reference levels, but there are no appropriate tools to be used in educational practice for pedagogical diagnostics and verification of such standards.

The CSI evaluated the quality of pre-school 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 Framework Education Programme but inspectors also used outcomes of their own evaluations of schools. For summarised results see Table B1.

### Evaluation of Development of Personality of Pre-school Age Children

The CSI focused on evaluation of the overall success rate achieved by children in pre-school education in relation to the aims stipulated by the Education Act<sup>1</sup> with a fundamental criterion being the assessment of how efficient the support for personality development of children is (Sec. 174 (6)). It is obvious that a gradual understanding of curricular reform and a new concept of education according to school education programmes affected the results. In the majority of the schools visited an effort for broader profiling and provision of a range of above-standard educational activities (which predominantly took into account the needs of children) was recorded.

A high degree of individualisation has been appreciated for a long period of time and an effort aimed at using a differentiated approach towards children was seen in the majority of schools. Pre-school education in some kindergartens can be an example of good practice for other levels of education, mainly for basic education, as in their work teachers use contemporary methods and patterns that are highly effective for individual children. For more information obtained through monitoring of the organisation, patterns and methods in pre-school education see Table B13.

With regard to the key competences children should acquire, the development was primarily focused on communication skills. The CSI pointed out the need to devote more attention to the skills necessary for problem solving. In the past year the CSI found that a foreign language was taught in 1.4% of the kindergartens visited. ICT was used

<sup>1</sup> *Pre-school education shall support the development of the personality of a pre-school age child, support his/her healthy emotional, intellectual and physical development and acquiring of a child's basic rules of conduct, fundamental life values and interpersonal relations. Pre-school education shall create fundamental prerequisites for continuing education. Pre-school education shall help to equalise inequalities in development among children prior to their admission to basic education and provide special pedagogical care for children with special educational needs.*





in the course of education in 10.6 % of the observed time. However, the effectiveness of using ICT in relation to the implemented activities was ascertained in only 16.8 % of cases.

When taking into account the interest of children it is important to stress that the involvement of parents in activities and joint projects in pre-school education is on the rise.

### **Evaluation of Support Provided to Children with Special Education Needs**

One of the most important factors for improving the preparedness of children for compulsory school attendance is early and precisely targeted support for children who have special education needs. Early diagnostics of a child displaying problems appeared to be the most important and the same applies to the opportunity to address the special education needs of such a child. Good guidance of teachers (provided along with the Special Pedagogical Centres and Pedagogical and Psychological Advisory Centres) allows for schools to identify, more or less reliably, the needs of children with handicaps and children with learning development disorders. As far as pre-school education is concerned teachers have good knowledge of the social background of children or are aware of the risky behaviour of the parents of some children. However, in a number of cases they do not record such information.

In the kindergartens visited the CSI found that the proportion of children with SEN accounted for 3.2 %. In reality the support of children with SEN is higher than officially demonstrated by the statistical records issued by IIE. Among all other education levels the support for children with SEN was the highest in pre-school education. Appropriate activities were seen in 84 % of the observed classes. Some mainstream kindergartens provided care to children with SEN without claiming any financial support due to the complex administration required when registering such children. In some cases schools did not obtain the agreement of parents for the professional examinations of children.

Only 1.6 % of children underwent speech therapy despite the fact that the most frequent reason for postponing compulsory school attendance is a speech disorder. Kindergarten teachers repeatedly drew attention to the fact that there was no systemic approach towards speech therapy and the current needs of children exceeded the capacities of kindergartens.

Thanks to cooperation between schools and advisory centres identification of children with SEN has improved within all the groups specified by the Education Act. Education advisory services and support were well secured by 98.2 % of kindergartens.

### **Results of Education towards Health**

School systems of occupational health and safety (OHS) are an important priority for work with pre-school age children and alongside the effective prevention of socio-pathological phenomena they undoubtedly contribute to the overall success of children. The CSI attempted to assess the level of support for health and a healthy lifestyle according to the provision of educational activities, according to the educational objectives included in the FEP in the Section entitled "A Child and His/Her Body" as well as according to the rate of injuries.

In all visited schools the topic of health is a part of their SEPs. The CSI evaluated the support for a healthy lifestyle (drinking regime, good nutrition, resting and relaxing activities). This area displays a good level in 91 % of kindergartens. Children learnt how to behave in traffic and exercised safe behaviour. Children were well instructed on how to observe rules of coexistence in one class, on school premises as well as when having activities outside the school building. The CSI recommends paying more attention to the development of the movement skills of children, where deficiencies were revealed in 11 % of the observed schools.



In the last school year 793 school injuries were reported by kindergartens. Nevertheless, kindergartens have displayed the lowest injury index for a long time. The rate of 0.23 injuries per 100 children was recorded, although the republic-wide index of the injuries of children, pupils and students was 1.89. Opportunities for further improvement of education towards health are seen mainly with regard to movement activities.

### **Evaluation of the Development of Basic Pre-reading and Mathematical Skills**

The results of thematic observations carried out by the CSI confirmed a good level of planned and implemented objectives for meeting educational goals in the area of “A Child and His/Her Psychology”. Activities aimed at developing speech skills and the receptive language skills necessary for the future development of reading, writing and arithmetic were at a good level in 93 % of the schools visited, and these activities were at the level of good practice in 15 % of schools.

Teachers read texts appropriate for children’s age and skills and it was obvious that children’s simple visual and hearing perception was well managed. Furthermore, children were able to distinguish basic graphical shapes and pictorial symbols. They managed to retell the content of texts, to discuss the plot, describe characters and to deduce the moral for themselves and their lives. However, greater attention should be paid to the development of the skills of children to finish what was said by their teacher, i.e. finding a continuation of the story. On the basis of texts read for them by teachers children often drew the story and its characters, thus getting an opportunity to develop their imagination and creativity. In a number of cases teachers took children to libraries in their municipality. When developing pre-reading skills more than half of the visited kindergartens cooperated with parents, most frequently in the form of home reading by parents.

The CSI also focused on the level of skills important for recognising simple signs (letters, numeral characters, pictograms, marks, symbols, and patterns) and evaluated activities aimed at identifying basic numerical and mathematical terms and their symbols as well as their utilisation during practical activities. Most often children were led to intentionally use their memory for learning, distinguishing essential signs and details, to understand elementary time terms and to have good orientation in space-time and area. Less often teachers encouraged children to acquire knowledge of mathematics (drawing basic geometric shapes, solving mathematical tasks, puzzles, picture puzzles, labyrinths and so forth). In order to improve this deficiency the CSI recommends that SEPs focus on orientation towards elementary counting, understanding basic mathematical terms or expressing simple rationales and trains of thoughts aloud, mainly in the last year prior to compulsory school attendance with special attention being paid to children whose compulsory schooling was postponed.

### **Evaluation of the Overall Success Rate of Schools Involved in Pre-school Education**

The CSI evaluated the overall level of the skills attained and capabilities of children in the last year before they begin compulsory school attendance. Inspection findings demonstrate that it is necessary to ensure better consistency between these two levels of education and to concentrate on guidance in the area of speech therapy, the development of communication skills, independence and the ability of children to carry out self-assessment.

The most frequent activities offered by schools to children as well as to parents of children who are about to start compulsory schooling, i.e. the 1<sup>st</sup> grade of basic schools, are speech therapy services and consultancy, the opportunity to visit the relevant basic school and to talk to teachers teaching 1<sup>st</sup> grades.

Teachers involved in pre-school education can have good feedback from teachers of 1<sup>st</sup> grades of basic schools, who positively evaluated the preparedness of children







mainly in terms of their graphic-motor skills and general overview and awareness of the world. Among the main drawbacks of children attending 1<sup>st</sup> grades were problems with communication, socialisation and accepting a role in the children's collective, but also problems with concentration and sustaining attention.

A moderate decline (to 21.1 %) in the proportion of children whose compulsory school attendance was postponed is considered as a positive phenomenon. However, the most frequent reason for postponement of compulsory schooling was still a speech disorder, or some other health problems. According to the results of statistical surveys the rate of postponement of compulsory school attendance was between 20 % and 23 %, with the exceptions being Prague (25.1 %) and the South Moravian Region (23.2 %). The lowest number of children in this group was reported from the Vysocina Region (19.1 %).

### III.

## The Quality of Conditions of Schools Involved in Pre-school Education

### Head Teachers of Kindergartens

The CSI monitored how kindergarten head teachers (in the Czech Republic there are only female head teachers of kindergartens) fulfil the demanding tasks arising from the activities of a head teacher pursuant to Sec. 164 of the Education Act and how they satisfy the qualification requirements under Sec. 5 of Act No. 563/2004 Coll. on Pedagogical Staff and on the Amendment to Some Other Acts, as amended.

The kindergartens visited admitted an obvious benefit arising from the Act on Pedagogical Staff in kindergartens. The proportion of fully qualified head teachers was 95.4 %.

The average age of kindergarten head teachers was 49.5 years and the average time of their pedagogical practice was 26.7 years. The average time of management practice was 11.3 years, which relates to the low proportion of new head teachers. In the past school year there were 167 selection interviews (tenders), which means that head teachers were newly selected in 3.5 % of kindergartens. For more information on selection interviews broken down according to individual regions see Table B11.

Within its complementary observations the CSI found that 17.2 % of head teachers had active knowledge of a foreign language (English) whilst 35.6 % of head teachers displayed passive knowledge of a foreign language.

Those head teachers who had completed compulsory studies in managerial skills demonstrated improved management skills in all the monitored areas.

Table 5

### Evaluation of the level of managerial activities of kindergarten head teachers

| Monitored indicator  | Frequency of achieving required status (%) |           |       |
|--|--|-----------|-------|
|  | 2008/2009                                  | 2009/2010 | Trend |
| Strategy, SEP, innovation in the content of education                              | 62.1                                       | 82.5      | +     |
| Strategy and planning  | 81.0                                       | 89.2      | +     |
| School management, meeting tasks of a head teacher                                 | 80.0                                       | 88.6      | +     |
| Creation of staffing preconditions, risk assessment                                | 66.6                                       | 86.3      | +     |
| Implementation of the results of system evaluation and of success rate of children | 76.2                                       | 86.0      | +     |
| Development of school partnerships   | 90.2                                       | 97.8      | +     |
| Active knowledge of a foreign language   | x  | 17.2      |       |
| Participation in projects  | 24.3                                       | 39.1      | +     |

x = was not evaluated



The most considerable improvement was reported from the area of human resources and the implementation of school education programmes in schools. Head teachers also improved their experience with project management.

### **Implementation of School Education Programmes in Kindergartens**

Summary data resulting from the first evaluation of SEPs are included in the thematic report. (See the list of thematic reports in Annex 4.)

All the kindergartens visited submitted to inspectors their SEPs drawn up in advance. The scope of the SEPs differed (from 10 to 1,000 pages) and the same applies to their standard. Of the total number of evaluated SEPs 31.8% complied with the FEP PE. However, small kindergartens had more problems drawing up their programmes and only 27.9% of them were really successful in this area.

The overall results gathered during the first formal evaluation of SEPs demonstrated gradual improvement of the quality of the documents prepared; however, some deficiencies in the characteristics of SEPs, in educational content and in self-evaluation according to the principles and requirements stipulated by the FEP PE persisted. The real problem is unclear terminology in the FEP and in guidelines, which in a number of cases contradicts the Education Act. Schools failed to produce clear definitions for mandatory sections of SEPs and its public as well as non-public annexes. The FEP very often uses terms such as “they could, they should” and so forth. Therefore, documents encompassed a range of similar and redundant information, which is required neither by the FEP nor school legislation and such information represented an excessive administrative burden both for school managements and for teachers themselves. Despite the stated deficiencies it is possible to see moderate improvement in the SEP quality and it is also possible to find specific examples of good practice (to be used by schools displaying risks pertaining to this area). After three years it can be said that essential differences between the quality of SEPs in small and large kindergartens no longer exist, which is positive.

Weak guidance and limited opportunities for teachers to participate in further education of teachers and to be involved in development projects substantially affected the quality of SEPs. The practice showed that outputs of the FEP PE are not consistent with the input requirements of the FEP for basic education.

### **School Management**

In terms of the school management, quality results of inspection evaluations emphasised the excessive administrative burden, which was managed with difficulties, especially in small kindergartens. Kindergarten head teachers say that they rarely have enough time to meet the main assignments in relation to education and instead they had to struggle with tasks relating to supportive processes even in their free time. Parents and kindergarten founders are significant partners of school management when evaluation is taken into account.

The development of partnerships was at a very good level in kindergartens, in particular when cooperation with parents as well as with founders is considered. Cooperation with parents was evaluated positively by 51.4% of kindergarten head teachers and 49.3% of teachers. Kindergarten head teachers (48.1%) and teachers (53.6%) evaluated working conditions as optimal. A number of villages and towns support their schools involved in pre-school education through local development projects; in the past school year such projects were implemented in 5.8% of kindergartens.

The CSI assessed the benefits arising from partnership cooperation as being at an excellent level in 15% of kindergartens and as good in 77% of kindergartens. Founders in very rare cases raised objections that the Education Act restricts the option to remove a poorly evaluated head teacher. However, they have not yet used their right to evaluate kindergartens in compliance with the criteria, which, of course, they are obliged to disclose in advance (Sec. 12 of the Education Act).



### Evaluation of Kindergarten Teachers

According to the statistical data published by the IIE the number of kindergarten teachers recalculated on the basis of the nation-wide statistical records was 24,584.3 (i.e. recalculated as teachers employed full time), of which the proportion of female teachers reached 99.8%. The proportion of fully qualified teachers was 91.1% (a moderate decline by 1% of the total number of pedagogical staff). 5.7% of teachers taught in specialised classes/groups for children with SEN. Of this number, 74.2% of teachers were fully qualified for such work (an increase of 2.3% when the numbers are compared with the previous school year).

The CSI found a lower proportion of qualified teachers (85.9%) than stated in the statistical reports made by the IIE (91.1% of kindergarten teachers) in the schools visited. For more data on kindergartens see Table B10. When a comparison of regions is made the highest proportion of qualified teachers was recorded in the South Bohemian Region (94.2% of kindergarten teachers) and in the Vysocina Region (93.3% of kindergarten teachers), whereas the lowest rate of qualified teachers was identified in the Central Bohemian Region (79.9% of kindergarten teachers) and in the Karlovy Vary Region (80.0% of kindergarten teachers).

The average age of pedagogical staff decreased slightly to 43.6 years. The average length of pedagogical practice is 20.6 years. The proportion of teachers who had taught less than three years increased to 14.7%, whilst the proportion of pedagogical staff who have practised for 35 years and more dropped to 6.7% of all kindergarten teachers.

### Availability of Experts, Specialised Pedagogical Staff in Kindergartens

The proportion of specialised teachers in kindergartens was 4.2% of all kindergarten teachers.

Good knowledge of the FEP has been demonstrated as 93% of teachers had acquired information on this document, most often through participation in short-term training courses and by means of self-learning. 88% of teachers stated that they had the opportunity to affect the education strategy of their schools and 81% of teachers accepted an option to partake in the development of their SEPs. On the other hand only 12% of kindergarten teachers had an opportunity to get involved in subsidised projects.

Results of inspection evaluations also indicate that a certain number of kindergarten teachers (12%) want to accept curricular reform only formally and that they are not willing to change anything in their established methods and content of instruction. It is interesting that this group is very heterogeneous and includes teachers from all the evaluated groups, including fresh teachers.

Additionally, the CSI monitored the degree of knowledge of foreign languages in the context of the vision to begin teaching children the English language within pre-school education. The CSI found that 20.6% of pedagogical staff had active knowledge of the language and 51.7% of kindergarten teachers displayed passive knowledge of English. 0.6% of teachers continued their studies to meet the qualification requirements for teaching foreign languages and 2.5% of teachers participated in further education of teachers focused on foreign language instruction.

Three main barriers still prevent effective utilisation of ICT. These are: a) obsolete equipment; b) poor knowledge of appropriate software products for teaching children of pre-school age; and c) inappropriate preparedness of kindergarten teachers. The CSI found that 18.5% of kindergarten teachers had not been prepared for work with ICT at all and 68.3% of teachers attained only the basic knowledge (trained for a basic module) of ICT education. The highest proportion of teachers without ICT education was reported from the Zlin Region (38.1% of kindergarten teachers) and the Usti Region (36.0% of kindergarten teachers). Information literacy was rated best in the Liberec Region, where 97.9% of kindergarten teachers had completed the relevant training.





### Evaluation of Further Education of Kindergarten Teachers

The need for further education under Section 1 and 5 of Decree No. 317/2005 Coll. on Further Education of Teachers, the Accreditation Commission and the Career System of Pedagogical Staff relates to the new requirement for higher professional qualifications stipulated by the Act on Pedagogical Staff, as amended. Demand for the further education of kindergarten teachers was extremely high. The problem was that in some kindergartens there was poor substitutability of teachers and small kindergartens complained about insufficient funds. Most teachers were involved in studies aimed at deepening their professional qualifications under Sec. 6 of the Act on Pedagogical Staff (8.7%), 4.5 % of teachers were engaged in studies to meet their qualification requirements and 4.2 % of teachers were studying to broaden their qualifications in the field of ICT.

Kindergartens most frequently took advantage of short training courses and seminars covering different topics. Participation in the further education of teachers aimed at the development of and work with SEPs was reported by 65.7 % of kindergarten teachers, although the majority of teachers emphasised the need to train coordinators of SEPs and to create consultation jobs.

The mandatory education of teachers in the area of OHS has improved substantially as 100 % of visited schools met this requirement.

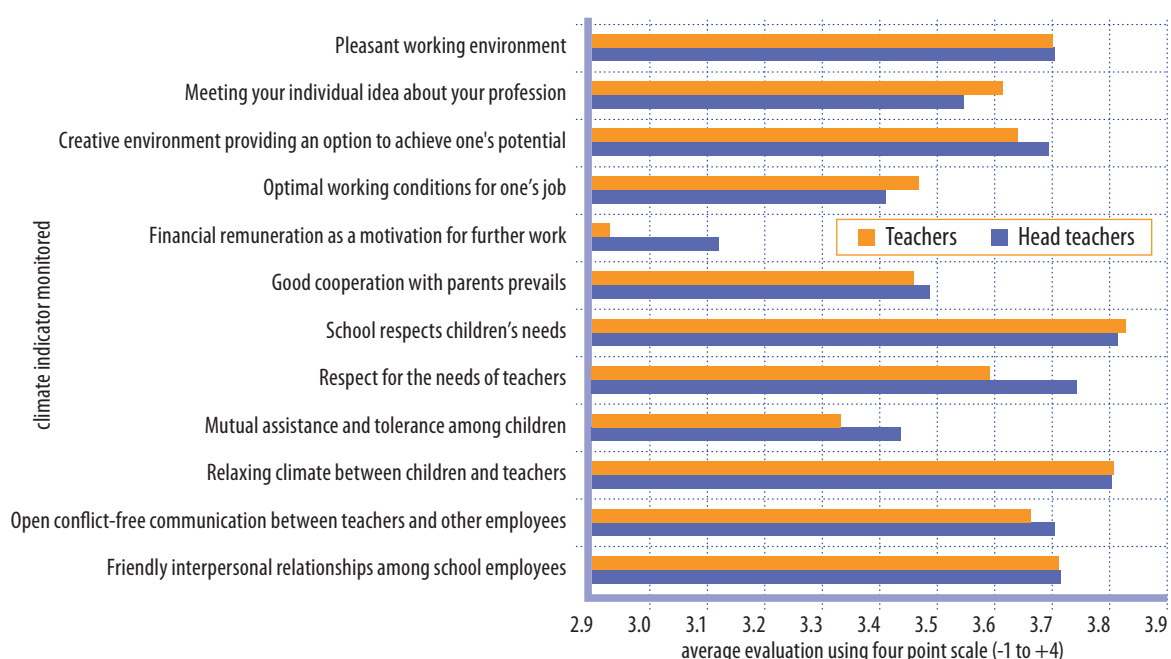
### School Climate in Kindergartens

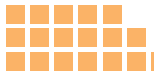
The CSI monitored the school climate bearing in mind three principal indicators: interpersonal relations, school environment and the care for it, and fellowship with the school (a school team). Comparisons of results of such evaluations at the level of individual schools are included in Table B18.

Comparisons of opinions between different groups of pedagogical staff according to grades are in Table B18b. Differences between opinions on the climate in schools are illustrated by the following diagram.

Diagram 1

Comparisons of opinions of head teachers and teachers of the kindergartens visited at the level of selected indicators of school climate





### Development Projects in Kindergartens

Analyses of inspection findings and evaluations unambiguously confirmed that schools actively involved in development projects had the best overall educational results. The CSI monitors participation of kindergartens in national, international and local development projects. In the last school year participation of kindergartens in development projects organised by the MEYS increased. Such projects were implemented in 39.1 % of kindergartens. Most schools were involved in programmes aimed at increasing unclaimable salary components, strengthening the level of remuneration of non-pedagogical staff and supporting the decrease in the number of children in the programmes HUS-TOTA (DENSITY) and SPECIFIKA (SPECIFITIES), which are, however, not school projects to all intents and purposes. Another, quite frequently used, programme is the programme aimed at supporting connectivity in the framework of the State Information Policy in Education. Five kindergartens participated in international projects while 23 kindergartens were involved in local projects. For an overview of participation of kindergartens in development projects see Table B17.

### Evaluation of Material Conditions in Pre-school Education

The CSI reviews and evaluates the situation pertaining to school equipment, especially in terms of safe and healthy conditions for the education of children. The CSI also monitored the environment itself and care for it. Results of evaluations are summarised in the Table below.

Table 6

Selected indicators of safe environment in kindergartens

| Monitored rooms and OHS indicators     | Frequency of compliance with regulations concerning safe conditions in education (%) |           |       |
|--|--|-----------|-------|
|  | 2008/2009  | 2009/2010 | Trend |
| Classrooms                             | 95.9   | 95.3      | -     |
| Gymnasiums                             | 100.0  | 100.0     | 0     |
| Playrooms                              | 97.0   | 92.3      | -     |
| Playgrounds and other spaces for games | 92.0   | 90.6      | -     |
| School canteens                        | 100.0  | 94.1      | -     |
| Gardens                                | 75.0   | 83.3      | +     |
| Sanitary rooms and cloakrooms          | 97.3   | 92.7      | -     |
| Furniture                              | 93.3   | 97.5      | +     |
| Lighting                               | 96.0   | 95.0      | -     |
| Floor surface                          | 89.3   | 82.9      | -     |
| PT equipment                           | 93.0   | 82.9      | -     |

Areas of pre-school education requiring improvement can be assumed on the basis of data included in the table above. Construction of new capacity is desirable and the refurbishment and modernisation of equipment should be directed towards purchasing additional equipment for playrooms, school canteens, sanitary facilities, lighting, and PT equipment. The situation regarding school gardens has improved and the same applies to the education of kindergarten teachers. Head teachers of 88 % of kindergartens stated that they considered technical equipment for running their schools as optimal.

Analyses demonstrate that the impact of equipment on the overall success of children in pre-school education is often overestimated. In fact, for example, when equipment is compared with the quality of personnel its impact on the overall results of children and on the effectiveness of schools is lower than is generally assumed.

**Evaluation of Economic Conditions and Financial Management**

Results of analyses of economic conditions in the schools visited indicate that the situation improved slightly in 2009, when compared with results collected previous year.

Table 7

**Evaluation of economic conditions in kindergartens visited**

| Monitored indicator                                   | 2008   | 2009   | Trend |
|---|--------|--------|-------|
| Non-investment expenditure (NIE) per child (CZK)      | 72,092 | 76,136 | +     |
| Proportion of the state budgeted allocated to NIE (%) | 66.8   | 68.2   | +     |
| Further education of teachers per child (CZK)         | 1,230  | 1,410  | +     |
| Average salary of teachers (CZK)                      | 20,099 | 21,410 | +     |
| Average proportion of sliding salary components (%)   | 22.4   | 24.9   | +     |

Non-investment expenditure (NIE) per child in the kindergartens visited increased by 5.6% and the average unit expenditure covered by the state budget amounted to CZK 51,887.

The average salary of teachers was CZK 21,410, i.e. it was 6.5% higher than in 2008. A growth in the salary of teachers was seen both in tariff components (increase by 6.2%) and in unclaimable salary components (increase of 18.6%).

Unclaimable salary components of teachers as well as of other kindergarten employees were considerably increased due to MEYS development programmes aimed at strengthening salaries. The fact that the costs of overtime decreased by 12.1% is positive. Average expenditure on the further education of teachers went up (by 14.6%).

**Evaluation of the Management of State Funds in Kindergartens**

In the visited schools the CSI evaluated how effectively resources and financial means provided to kindergartens from the state budget were used. The share of expenditure earmarked for personnel and paid from the state budget was 96.7% of the total state budget subsidy provided in 2009 to the kindergartens visited. The proportion of NIE used for purchasing textbooks and teaching resources and for basic teaching aids was 1.4% while the share of costs for education was 0.2% of the total subsidy granted from the state budget. Table B9 shows the shares of expenditure from the state budget in the costs of schools according to the provided level of education. The figures are compared with those of the previous year.

## IV.

**Results of Checks in Kindergartens****Results of State Checks Aimed at Adherence to Legal Regulations Relating to the Provision of Education (Sec. 174 (2) (d) of the Education Act)**

The results of checks are based on the provisions requiring that formal conditions of education must be met and records in the Register of Schools must be complied with. In the area concerned, the CSI found serious deficiencies in only 4.2% of kindergartens. In other schools the majority of irregularities and errors detected were only of a negligible nature and thus the CSI assessed them as formal and administrative failings. A number of small irregularities were solved in cooperation with school management during the inspections themselves. For the most frequent mistakes of schools and deadlines provided to schools for removal of such faults see Table B19a.

In the school year 2009/2010 the kindergartens visited were provided with 520 deadlines to grant them enough time to adopt measures and to remove the detected deficiencies. Of these, 318 deadlines were provided for finalising SEPs, 32 deadlines related to violations of the Education Act, 75 deadlines concerned breaches of regulations of OHS, 69 deadlines pertained to the area of public-legal audits, and 26 deadlines were provided to remove deficiencies found in school canteens. For more information on summary results of OHS see Table B19d, while data on checks on school canteens are included in Table B19c.

### Results of Public-Legal Audits of Using Financial Resources (Sec. 174 (2) (e) of the Education Act)

Table 8

#### Results of public-legal audits in kindergartens

| Monitored indicator   | Situation in 2008 | Situation in 2009 |
|---|-------------------|-------------------|
| Number of checked entities  | 258               | 96                |
| Total amount of funds (in CZK) from the state budget received by checked entities                     | 668,724,950       | 340,510,064       |
| Total amount of funds (in CZK) checked by the CSI   | 641,789,390       | 278,549,947       |
| Total amount (in CZK) of detected irregularities  | 2,269,893         | 204,687           |
| Total amount (in CZK) of detected irregularities per CZK 1,000 of checked funds from the state budget | 3.537             | 0.7389            |
| Violations of budgetary discipline (CZK)  | 96,713            | 127,625           |
| Violations of budgetary discipline (CZK) per CZK 1,000 of checked funds from the state budget         | 0.151             | 0.461             |
| Number of suggestions for checks submitted to tax authorities   | 0                 | 0                 |
| Number of suggestions for checks submitted to regional authorities                                    | 3                 | 4                 |

The results of kindergartens compared with other types of schools are in Table B16a; the most frequent faults of schools are summarised in Table B19b.

### Results of Inspection Activities on the Basis of Suggestions, Complaints and Petitions (Sec. 174 (4) of the Education Act)

Results of an analysis of complaints and suggestions in kindergartens indicate a high degree of satisfaction with the provision of pre-school education. Some incidents were detected in 0.8% of kindergartens. In the previous school year the CSI examined in total 49 complaints concerning kindergartens, although the total number of points included in such complaints was 86 (of which 46.5% of points were assessed as justified). The most frequent problems were incidents between the schools and parents and suggestions relating to the safety of children, operations of schools and organisation of education. The whole analysis according to the topics and types of schools is included in Table B15, where it is compared with the previous school year. Results demonstrate that the proportion of justified complaints is on the rise.

### Overall Evaluation of Kindergartens by the CSI in the School Year 2009/2010

Findings resulting from all inspections and partial analyses of pre-school education concentrated on six key areas of school effectiveness. The achieved level of effectiveness is based on the summary evaluation of criteria and indicators characterising the given area. Interpretation of selected characteristic features by the CSI is based on a comparison of the real situation in kindergartens with the requirements of the Education Act using a four point inspection scale.



Table 9

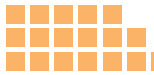
## Overall evaluation of kindergartens (760 KGs)

| Key areas of evaluation               |  | Proportion of schools in the achieved level of evaluation (%) |      |      |      |
|---------------------------------------|--|---|------|------|------|
|                                       |  | A   | B    | C    | D    |
| <b>Results of kindergartens</b>       |  |   |      |      |      |
| K1                                    | Provision of education, SEP, innovation in the content                                 | 0.2   | 6.8  | 80.7 | 12.3 |
| K2                                    | Results of education – overall and group results                                       | 0.1   | 4.3  | 86.0 | 9.6  |
| K3                                    | Effectiveness of support for the development of functional literacy                    | 0.1   | 4.4  | 85.1 | 10.4 |
| <b>Prerequisites of kindergartens</b> |  |   |      |      |      |
| K4                                    | Adherence to legal regulations and fulfilment of formal conditions                     | 0.0   | 1.1  | 79.2 | 20.4 |
| K5                                    | Staffing, material and financial prerequisites and effective organisation of education | 0.2   | 10.4 | 79.6 | 9.8  |
| K6                                    | School systems (self-evaluation, internal audit, consultancy)                          | 0.0   | 5.0  | 88.7 | 6.3  |

*Key for individual levels of evaluation*

- A Situation displays high risks which can lead to the removal of a school from the Register of Schools pursuant to the provisions of Sec. 150 of the Education Act.*
- B A school entity does not achieve a prescribed standard; identified risks can be corrected within the given deadline.*
- C A school entity achieves, within the given criterion, a typical regional or national standard prescribed for the same type of school and school facility.*
- D Activities of a school entity are in some areas above the standard or they are evaluated as an example of good practice (the scheme prepared by the Research Education Institute for examples of good practice was used).*





## Basic Education

All children start compulsory school attendance in basic school (elementary level). During the second level of the basic school (lower-secondary level) pupils can begin secondary study in one of the education branches provided by secondary general schools (gymnázium) or eight-year conservatoires (i.e. secondary schools of music and arts). Although the Education Act lays down that schools be established within one catchment area, the choice of school is not limited. The Framework Education Programme (FEP BE) is a binding document for the education provided in basic schools and the lower grades of six- or eight-year secondary general schools (SGSs) approved by the MEYS in 2004 (the Measure of the Minister of Education, Youth and Sports issuing the Framework Education Programme for Basic Education, reference number 31 504/2004-22, as amended). The mandatory number of teaching hours per week is from 18 to 26 hours at the elementary level of basic schools and from 28 to 32 hours at the second level of basic education (lower-secondary level). The average number of pupils in class should be between 17 and 30 pupils.

Schools draw up, in compliance with the FEP BE, their own school education programmes. Schools then exhibit their distinctive differences from other schools through their SEPs. In the school year 2009/2010 class instruction was carried out in accordance with SEPs in the majority of grades of basic schools. In addition to standard subjects, schools also offered their pupils whole day education and after school activities in their school facilities. Schools began to provide, as a priority, teaching English language from the 3<sup>rd</sup> grade of basic education.

During the school year reviewed the CSI visited 1,928 basic schools (BSs), which accounted for 46.7% of the total number (4,125 BSs), and 68 six- and eight-year secondary general schools (SGSs), which accounted for 21.7% of the total number of 314 SGSs providing lower-secondary education (according to the statistical records of the IIE). Among inspection priorities were the evaluation of SEPs and the evaluation of educational achievement along with the benefits brought about by SEPs in the practice of BSs. As regards thematic inspections, the CSI concentrated on the education area of the FEP entitled “Language and Language Communication” (the Czech language and literature) and “Mathematics and Its Application”. Furthermore, the CSI monitored the preparedness of schools to make use of the “The EU – Money for Schools” project and from January to August the CSI conducted 616 consultations on how to use relevant templates in basic schools. The CSI also attempted to identify and subsequently evaluate the impacts of the Education Act and the results of reform on the education of pupils of former special schools. In the framework of this thematic inspection the CSI visited 171 schools. In basic education the CSI piloted new inspection procedures aimed at evaluating educational achievement, the transit of pupils to a higher level of education and the option to test the level of reading literacy in the 3<sup>rd</sup> grades of BSs.

In total 4,770 inspections were carried out in 1,928 BSs. Inspection teams evaluated 1,509 SEPs in basic schools and 53 SEPs for lower grades of six- and eight-year SGSs. Thus when analyses from the two previous years are taken into account the CSI had evaluated as of 30 June 2010 in total 3,613 SEPs for basic education.

The summarised evaluation of the situation in basic education also comprises 233 complaints encompassing 474 points and the findings of school inspectors who participated in 173 selection interviews. The summarised findings obtained are based on analyses of all forms of inspection activities carried out in the past school year and are arranged according to the National Criteria Framework.

When processing the data the division into small BSs up to 150 children and large BSs educating more than 150 children is used. Some selected indicators are based on data classified according to the regional structure or according to the founders of individual schools.

In the school year 2009/2010 basic education was implemented, in addition to the FEP BE, (including the Annex regulating the education of pupils with light mental





impairment) according to former teaching documents (pursuant to Sec. 185 (1) of the Education Act). Although the FEP BE for special basic schools has been published in accordance with the transitional provisions of the Education Act, schools have not yet been obliged to follow it (this will be binding for them from the school year 2010/2011).

This chapter also encompasses basic findings relating to basic schools of music and arts. The Framework Education Programme for basic schools of music and arts was published at the end of the school year reviewed (schools will be obliged to follow this from the beginning of the school year 2012/2013).

## I.

### Evaluation of the Effectiveness of the Education System of Basic Education

Basic education is implemented in the Czech Republic in basic schools, special basic schools and at the lower level of six- or eight-year secondary general schools (gymnázium).

Education for gifted pupils is provided in lower grades of six- or eight-year secondary general schools and at the lower level of conservatoires. As regards voluntary optional education these are basic schools of music and arts and leisure centres which provide artistic education in individual artistic branches.

Inspection evaluations of the effectiveness of the education system are based on the statistical data gathered by the IIE and the MEYS as well as on the data collected by the CSI. At the same time the CSI analysed, on the basis of its own findings, the development of the main indicators decisive for financing basic education (indicators of performance and stability of the network of schools), the development of provision of education and the development of economic conditions.

#### Performance and Stability of the Network of Schools Providing Basic Education

Statistical data collected by the IIE demonstrate negligible deviations when compared with the previous school year. Basic education was provided by 4,125 basic schools. However, pupils were also fulfilling compulsory school attendance in 314 six- or eight-year secondary general schools and in 17 conservatoires. Although the number of private and church schools increased the total number of schools only moderately decreased because the number of public-funded schools slightly dropped.

Table 10

Selected performance indicators of the education system for basic education

| Monitored parameter Czech Rep. (according to the IIE) | Situation in 2008/2009 | Situation in 2009/2010 | Year-on-year change (%) |
|---|------------------------|------------------------|-------------------------|
| Number of pupils in BSs                               | 816,015                | 794,459                | -2.64                   |
| Total number of BSs                                   | 4,133                  | 4,125                  | -0.19                   |
| Number of classes                                     | 42,498                 | 41,941                 | -1.31                   |
| Proportion of small schools (%)                       | 52.82                  | 53.26                  | +0.44                   |
| Proportion of public-funded schools (%)               | 97.39                  | 97.29                  | -0.10                   |
| Proportion of private schools (%)                     | 1.64                   | 1.74                   | +0.10                   |
| Proportion of church schools (%)                      | 0.96                   | 0.97                   | +0.01                   |
| Number of lower grades in SGSs                        | 314                    | 314                    | 0                       |
| Number of lower grades in conservatoires              | 5                      | 5                      | 0                       |
| Number of schools with extended teaching hours        | 787                    | 819                    | +4.0                    |
| Number of basic school of music and arts              | 478                    | 482                    | +0.84                   |
| Number of leisure centres                             | 296                    | 296                    | 0                       |



The trend of increasing the number of small schools (up to 150 pupils) is not as dynamic as in previous years; their growth has slowed down, but their number has moderately increased and accounts for 53.26% of the total number of schools. Mostly they are schools in small villages and they usually have only the elementary level or one or more classes attended by children of different ages.

The largest proportion of small schools was in the Vysocina Region (65.3%), the Hradec Kralove and Olomouc Regions (61.2%) and the Pardubice Region (60.7%). Large basic schools prevailed in Prague (73.3%) and in the Usti Region (61.1%).

When compared with the group of basic schools the number of secondary schools providing lower-secondary education has not changed. As regards the provision of education for gifted pupils the number of basic schools of music and arts has moderately increased.

The strategy for supporting schools in small municipalities adopted in the 2007 Long-Term Policy Objectives affected the capacity of the network. The support was provided through regional normative funding (per capita funding).

The CSI found that in the schools visited available capacity was used at 61.4%.

Table 11

Utilisation of capacities of basic schools – comparisons of enrolled pupils with a permitted capacity recorded in the Register of Schools and School Facilities

| Regions above the average of the Czech Rep. | Capacity utilisation (%) | Regions below the average of the Czech Rep. | Capacity utilisation (%) |
|---|--------------------------|---|--------------------------|
| Pardubice                                   | 66.8                     | Olomouc                                     | 59.2                     |
| Moravian–Silesian                           | 66.7                     | Prague                                      | 58.4                     |
| Central Bohemian                            | 65.5                     | Liberec                                     | 57.7                     |
| South Bohemian                              | 65.4                     | Zlin  | 57.3                     |
| South Moravian                              | 65.0                     | Pilsen                                      | 56.0                     |
| Usti  | 62.3                     | Vysocina                                    | 55.8                     |
| <b>Czech Republic</b>                       | <b>61.4</b>              | Hradec Karlove                              | 54.7                     |
|   |                          | Karlovy Vary                                | 51.5                     |

Table 11 indicates that the capacity of schools providing basic education is more or less stable and sufficient and regions manage to compensate for a respective surplus of demand through increasing capacities of private and church schools. In a number of cases an excessive capacity of schools is used by founders for pre-school education or some other activities.

**Development in the Structure of Basic Education Provision**

According to statistical data of the IIE altogether 836,361 pupils participated in compulsory school attendance, of whom 95% attended BSs and 5% attended SGSs and conservatoires, as in the previous school year. The proportion between pupils attending the elementary level of basic education and children in pre-school education was 1.47. The ratio between pupils of the 2<sup>nd</sup> level (lower-secondary level) of basic education and those who attend elementary level dropped to 0.72.

The number of pupils in basic schools decreased by 2.64% when it is compared with the number of pupils in the previous school year, although the long-term decline was mitigated by the transit of children born in years displaying strong population growth from pre-school education. The number of pupils of the 2<sup>nd</sup> level of basic education dropped by 6.74%; a moderate decline (by 1.63%) was also seen in the lower grades of secondary general schools.







The Education Act defines several categories of children to whom the school is obliged to provide specifically targeted basic education. The care for children suffering from health problems, children coming from socially and culturally disadvantaged environments and foreign nationals was newly separated. The number of pupils with SEN attending basic education was 71,801 and the proportion of these pupils in the total number of pupils accounted for 9.0%. There were 34.3% pupils with mental disorders among all pupils with SEN. Basic schools identified 45.6% of pupils with development learning disorders and 3.8% of pupils displaying behaviour disorders. The proportion of pupils undergoing special group care was 51.6% of the total number of disabled pupils. The number of individual educational plans (IEP) for pupils with SEN in basic education was 35,201.

In the school year 2009/2010 in total of 2,410 children attended preparatory classes established for children from a socially disadvantaged environment, which was a substantial year-on-year growth (18.8%). The most considerable increase in the number of socially disadvantaged children was in the Pardubice Region (by 56.5%), followed by the Vysocina Region (31%) and the Usti Region (27.1%). On the other hand, the largest decline in the number of socially disadvantaged children was seen in the Central Bohemian Region (-38.5%) and in the Zlin Region (-24%).

The number of pupils attending lower grades of six- and eight-year SGSs slightly decreased (41,639 pupils). On the other hand the support provided to gifted pupils increased. In the past school year lower grades of six- and eight-year SGSs hosted 6.1% of the total number of pupils in basic education. When the numbers are compared with those of the previous school year the number of enrolled pupils increased by 12.1%. The ratio between demand and supply was 2.1. In total 585 pupils studied in lower grades of conservatoires. The ratio between demand and supply in this type of school was 2.6.

There were 225,997 pupils who attended basic schools of music and arts, which represents a growth of 1.93%. The participation of pupils in leisure centres increased by 2.68%.

In mainstream basic schools group support can be used to encourage gifted pupils in the form of extended provision of education in selected school subjects, as a distinctive feature of a given school. (Most often the subjects are: physical training, mathematics and foreign languages). There were 884 IEPs for gifted pupils in the past school year.

Table 12

## Structure of educational provision

| Monitored parameter Czech Rep. (according to the IIE) | Situation in 2008/2009 | Situation in 2009/2010 | Year-on-year change (%) |
|---|------------------------|------------------------|-------------------------|
| Number of pupils at the elementary level of BSs       | 458,046                | 460,754                | +0.59                   |
| Number of pupils at the 2 <sup>nd</sup> level of BSs  | 386,817                | 333,705                | -13.73                  |
| Number of pupils in lower grades of SGSs              | 42,330                 | 41,639                 | -1.63                   |
| Number of pupils in BSs providing extended education  | 72,849                 | 74,255                 | +1.90                   |
| Number of pupils in lower grades of conservatoires    | 598                    | 585                    | -2.17                   |
| Number of pupils with IEP for gifted pupils           | 883                    | 884                    | +0.11                   |
| Number of pupils with SEN                             | 72,854                 | 71,801                 | -1.45                   |
| Number of pupils with IEP for pupils with SEN         | 35,340                 | 35,201                 | -0.39                   |
| Number of pupils in basic schools of music and arts   | 225,997                | 230,352                | +1.93                   |
| Number of pupils in leisure centres                   | 234,774                | 241,056                | +2.68                   |
| Number of foreign nationals in BE (%)                 | 1.09                   | 1.18                   | +0.09                   |



### Development of Republic-wide Economic Indicators

Total public expenditure on education in the calendar year, according to data provided by the IIE, amounted to CZK 52,835.88 million, which was an increase of 8.1 % in comparison with the previous calendar year. In 2009 the republic-wide per capita funds (normative funds) of the MEYS were CZK 44,126; average unit expenditure per pupil in basic education was, according to the IIE, CZK 50,954, which represents a year-on-year growth by 8.6 %.

The average salary of teachers was CZK 26,369. The highest salaries were paid in the Liberec Region (CZK 27,562) whilst the lowest salaries were reported from the Zlin Region (CZK 26,276).

The average number of pupils in one class was 23.3; in lower grades of secondary general schools there were on average 27.5 pupils in one class.

The number of pupils per working time of a teacher was 13.6; the highest number of pupils per teacher was at the elementary level of basic education in Prague (17.81); the lowest number of pupils per teacher was in the Olomouc Region (15.91); the highest number of pupils per teacher at the 2<sup>nd</sup> level of basic education was in the Moravian–Silesian Region (11.3); the lowest number in the latter category was reported from Prague (10.22).

Table 13

Selected republic-wide performance parameters in basic schools

| Monitored parameter Czech Rep. (according to the IIE)          | Situation in 2008/2009 | Situation in 2009/2010 | Year-on-year change (%) |
|--|------------------------|------------------------|-------------------------|
| Recalculated number of teachers                                | 59,492.3               | 58,417.3               | -1.81                   |
| Proportion of qualified teachers (%)                           | 84.97                  | 85.84                  | +0.87                   |
| Proportion of qualified teachers (%) – elem. level of BSs      | 84.77                  | 85.85                  | +1.08                   |
| Proportion of qualified teachers (%) – lower-sec. level of BSs | 85.14                  | 85.83                  | +0.69                   |
| Average number of pupils per teacher                           | 13.71                  | 13.60                  | -0.80                   |
| Average number of pupils per teacher – elem. level of BSs      | 16.64                  | 16.67                  | +0.18                   |
| Average number of pupils per teacher lower-sec. level of BSs   | 11.19                  | 10.84                  | -3.13                   |
| Average number of pupils in a class                            | 19.2                   | 18.9                   | -1.56                   |
| Average number of pupils in a school                           | 197.4                  | 192.6                  | -2.43                   |

The highest proportion of qualified teachers teaching at the elementary level of BSs was in the South Bohemian Region (92.50 %) while the lowest proportion of qualified teachers teaching elementary classes was reported from the Karlovy Vary Region (70.30 %). The highest proportion of qualified teachers teaching at the 2<sup>nd</sup> level (lower-secondary level) of BSs was recorded in the Olomouc Region (92.36 %); on the other hand the lowest number was registered in the Karlovy Vary Region (65.27 %).

In the schools visited the CSI found a significant proportion of classes which had been granted exceptions from permitted capacities by the founders of the schools. Of the 4,242 classes observed the proportion of those attended by less than 12 pupils was 23 % and 7.7 % of classes were attended by less than eight pupils. The maximum number of pupils was exceeded in 0.92 % of classes attended by more than 30 pupils. In one case there were 34 pupils in a class. However, when exceptions are taken into account classes with low numbers of pupils prevailed.

Restrictive measures adopted within the state budget, and mainly the amount of per capita funds (normative funding) set by the regions, affected the financial conditions of education in the past school year. The current Framework Education Programme (FEP) does not sufficiently serve the purpose to become a binding basis for the fund-



ing of basic education in accordance with the Education Act. There are considerable differences in per capita financing between comparable groups of schools with seats in different regions. According to the MEYS, comparisons of per capita funds in regions and republic-wide per capita funds show that almost all regions, with the exception of the Central Bohemian Region, are increasing the budgets of basic schools but the differences between the highest and lowest regional per capita funding was 3.4%. The highest support was provided to schools in the Liberec Region.

The MEYS published the differences between regional per capita funds earmarked for salaries. As regards basic schools consisting only of the grades of the elementary level the gap between the highest and lowest average amount of normative funds specified for salaries in 2009 was the highest at schools with ten pupils, amounting to CZK 17,681; with regard to schools with 150 pupils the difference was CZK 4,893 per pupil and as regards basic schools with 200 pupils the gap was CZK 3,993. In basic schools comprising both levels of basic education attended by 140 pupils the difference was CZK 2,926; in schools with 200 pupils the difference increased to CZK 3,506.

Founders of schools indirectly affected the economic conditions of schools (mainly small schools) in particular by establishing classes which were granted exceptions. Nevertheless, founders only rarely used the option to establish large schools through associations of municipalities, which could improve the economic conditions of schools.

Basic schools had an opportunity to draw on funds from the European Social Fund, namely the “Education for Competitiveness” Operational Programme, through global grants managed by regions. Results of how such money is used are published by the MEYS in its reports.

On the basis of the Government Policy Statement it was decided that the budget for basic education can be increased through a measure which would lead to an increase in the absorption capacity of basic schools when drawing on the financial resources of the ESF (the OP Education for Competitiveness). In the course of the past school year no money was used from the programme entitled “The EU – Money for Schools”.

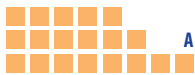
## II.

### Quality of Basic Education

The fact that at the national level there is no comprehensive system for the evaluation of pupils’ achievement in the key points of their education path appears to be a problem. No steps have been taken so far to build such a system. Although the FEP encompasses the compulsory content of education, outcomes are not defined as standards with clearly defined reference levels, and, moreover, the terminology of fundamental documents which schools are obliged to follow contradicts the Education Act. Methods and the content of evaluation are specified in school education programmes drawn up independently by schools; however, each SEP is based on the FEP. Nevertheless, objectives formulated in the FEP are not very specific, thus allowing for large differences. The CSI has repeatedly warned that there is an absence of a standardised evaluation.

Evaluation of individual pupils is an integral part of the educational activities of schools and it should bring about feedback to both pupils and teachers on educational achievement. School rules for the evaluation of pupils contained in school education programmes and instructions encompassed in the school Rules of Order often contradict each other. In evaluating individual and group results in accordance with the principles and objectives of the Education Act and Framework Education Programmes pedagogical boards of schools are rather passive. In the vast majority of schools overall evaluation of pupils’ achievement consists of individual evaluations made by teachers.





An option of comparative evaluation of educational achievement is indispensable, inter alia, for making a decision on the future education path both for pupils of basic schools and students of secondary schools. This role should be played at basic schools by national tests to be taken in the 5<sup>th</sup> and 9<sup>th</sup> grades of basic schools. In general, this objective is defined in the White Paper, and the MEYS prepared and verified such examinations within the activities of the CERMAT organisation. In 2007 work on the introduction of the above examinations was stopped and nor are they mentioned in the Long-term Policy Objectives for 2007. This means that the objective of the standardised evaluation of pupils of basic schools has not been met so far. The general public is aware of the PISA and TIMSS tests comparing the level of knowledge and skills concerning mathematical, reading, and natural science literacy as well as abilities to solve problems. Results of such tests are published within international comparative studies, whilst the results of individual schools are not public and therefore cannot be used as “benchmarks” for inspection evaluations.

A number of schools use tests incorporating tasks for 5<sup>th</sup> and 9<sup>th</sup> grades available from PISA and TIMSS studies as well as from CERMAT projects for their self-evaluation or they accept tests offered by private companies. Only a minimum of schools have used the opportunities offered by the EUROPASS project. Despite the different purposes of the aforementioned testing systems their benefit for pedagogical diagnostics of pupils' educational needs and for correct setting of the quality of education is unquestioned. The final evaluation of basic educational achievement remains a problem as well.

The CSI evaluated the quality of basic 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 Framework Education Programmes but inspectors also used outcomes of their own evaluations of schools. For summarised results see Table B2.

### **Evaluation of Development of Personality of Basic School Pupils**

The CSI focused on the evaluation of the overall success rate achieved by children in pre-school education in relation to aims stipulated by the Education Act<sup>2</sup> with a fundamental criterion being the assessment of how efficient the support for the personality development of pupils is. The CSI has detected what the level of support provided to pupils by teachers in the course of class instruction is. For more information obtained through monitoring of the organisation, forms and methods in basic education see Table B14. Tables from B14a to B14g encompass comparisons of the occurrence of modern approaches and contemporary teaching methods divided according to individual school subjects.

A range of schools involved in basic education attempted to exhibit their distinctive characteristics in SEPs, although the number of schools providing extended teaching of some school subjects has decreased when their numbers are compared with those of the previously reviewed school year.

Pupils were interested predominantly in the English language, physical training, arts and culture, and ICT. School profiling demonstrated obvious influence and priorities of development programmes, with the largest support provided to the projects aimed at environmental education, instruction and culture.

<sup>2</sup> *Sec. 44 Through basic education pupils shall acquire necessary learning strategies on the basis of which they should be motivated for life-long learning, learn how to think creatively and solve problems, effectively communicate and cooperate, protect their physical and mental health, creative values and the environment, learn how to be considerate and tolerant towards other people, different cultures and spiritual values, to recognise their abilities and real possibilities and to apply these together with knowledge and skills acquired in deciding on their life path and professional career.*



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 2<sup>nd</sup> 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





proportion of 35 % of Roma pupils in the group of children with a diagnosis of mental impairment can be qualified as discrimination. In some regions this percentage was even higher, for example in the Usti Region (53.1 %), the Karlovy Vary Region (48.5 %) and the Liberec Region (41.8 %).

Conclusions arising from evaluations of changes made in former special schools highlighted problems with diagnostics as well as with the informed agreements of parents. Only 17 % of SEPs drawn up in former special schools were in compliance with the FEP. Schools concentrated mainly on conditions for the education of pupils displaying light mental disorders, but their documents contradicted the principles stipulated in the FEP BE and were not in compliance with the Education Act. Only 30 schools out of 170 offered a correct alternative in accordance with the FEP BE. 11 schools offered education for pupils with light mental disorders as well as for pupils without this diagnosis (see Annex 5). External influences such as inconsistencies in legislation, weak guidance and poor coordination of systemic changes, the non-uniform approach taken by school advisory centres, the inactivity of founders of schools and School Boards also contributed to the adverse evaluation. The system of financing pupils coming from socially disadvantaged environment has not been worked out; per capita funds differed in individual regions and financial flows favoured regional schools.

### **Evaluation of Support Provided to Gifted Pupils**

Support to gifted pupils is provided in basic education in lower grades of six- and eight-year secondary general schools (gymnázium) and in conservatoires (secondary schools of music and arts). The CSI evaluated the education provided in lower grades of six- and eight-year SGSs as in compliance with 16 criteria of the National Criteria Framework. When certain results were compared with those achieved by 2<sup>nd</sup> levels of BSs some interesting aspects emerged.

Lower grades of six- and eight-year secondary general schools provided worse individual care for pupils with SEN (0.8 %) than BSs. In general, teachers teaching in lower grades of six- and eight-year SGSs used ICT for class teaching less than their colleagues in BSs, pupils were less directed towards abstract reflection and teachers insufficiently used a heuristic method of instruction, unlike teachers teaching in BSs. For more details describing differences between these groups of schools and teachers teaching selected subjects see Tables B14 and B14a–g.

Mainstream schools had problems identifying gifted pupils and preparing individual support for them according to their needs. A sample of the basic schools visited registered only 0.1 % of pupils as gifted and inspectors found that teachers in only 26.3 % of the observed lessons provided targeted support to gifted pupils.

### **Results of Education towards Health**

In all basic schools the CSI monitors how the objectives of education towards health and a healthy lifestyle are met. In the past school year this topic was, to a different extent, incorporated in all education programmes. The largest proportion of schools exhibits their specialisation through the extended teaching of physical training and sports activities. Clear profiling targeted to comprehensive education towards health was found in only 28.8 % of schools. The number of schools which have drawn up strategies for the prevention of risky behaviour of pupils is on the rise (98.9 % of SEPs). 76.4 % of schools had a teacher who specialised in guidance concerning prevention. Equipment and sports articles for physical training have moderately improved as 63.5 % schools had their own furnished facilities. As regards optional subjects, education towards health was offered by 42.1 % of schools and subjects aimed at supporting a healthy lifestyle were offered as voluntary optional subjects in 23.6 % of schools. Sports and other hobby-like activities were observed in 93.7 % of schools (ski training courses, swimming).



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 3<sup>rd</sup> 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)<sup>3</sup> 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.

<sup>3</sup> *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.*



School managements and teachers themselves obviously consider reading literacy to be important and strive to work through the topic (there are plans for the participation of teachers in events and projects focusing on reading literacy) and to help children attain reading literacy with all their might. In some cases, however, the subjective statements of teachers and representatives of school management diverge from observations of what is going on in schools, especially due to the fact that respondents do not have in depth understanding of the term “reading literacy” and related terms. On the one hand there is a tendency to designate essentially anything as the development of reading literacy, on the other hand, teachers have only a very vague awareness of what they should do so that none of the important elements of reading literacy are omitted.

The real strategy should also contain tools for measuring progress and the effectiveness of adopted measures. Schools think that they have internal tools for evaluating the reading literacy of their pupils (65 % of schools say so) while stating simultaneously that they do not have any criteria for such evaluations. Here is an obvious contradiction and an apparent gap in understanding the term “evaluating tools” or the whole “strategy for developing reading literacy” itself.

Indicated external tools demonstrate a misunderstanding of what reading literacy is: CERMAT<sup>4</sup> tests did not measure it at all and the focus of SCIO<sup>5</sup> tests on reading literacy must also be considered as questionable. Reading literacy, besides components which can be found by means of multiple-choice tests, requires pupils to become familiar with other aspects which are not so easy to test.

Teachers themselves can set goals only at a very general level. In many cases a goal is limited to reading and understanding the text but this is only the very basic level of reading literacy, i.e. the level of word for word understanding. More complicated aims, such as the ability to reflect on the text and the intent of the author, to retrieve the core of the text and evaluate it, to find links between different texts and deduce conclusions, and critical reading – these individual goals are not included among educational aims although even little children attending the elementary level of BS are able to use and assess texts from the above points of view.

The CSI based its inspection evaluations on the results of PISA international studies and concentrated on selected features and areas where Czech pupils failed or their achievement worsened.

Comparisons of inspection evaluation results made after three years of monitoring show that the development of the support for reading literacy is not favourable.

Table 15

Evaluation of indicators of reading skills in BSs (the proportion of occurrence in %)

| Evaluation of indicator of reading skills in basic education             | 2006/2007 | 2009/2010 | Trend |
|--|-----------|-----------|-------|
| General understanding of texts   | 81.3      | 78.2      | -     |
| Retrieving information from texts  | 81.0      | 85.4      | +     |
| Developing an interpretation   | 83.5      | 76.7      | -     |
| Reflecting on and evaluating the content of a text                       | 75.0      | 69.3      | -     |
| Reflecting on and evaluating the form of a text                          | 60.7      | 62.5      | +     |
| Appropriateness of text selection by teachers (type, sources, diversity) | 80.4      | 80.3      | -     |
| Support for specific skills of pupils with SEN (dyslexia)                | 76.9      | 72.3      | -     |

<sup>4</sup> CERMAT (Centre for Evaluation of Education) is an agency managed by the MEYS. It was established on 1st January 2006 under section 80 (2) of the Education Act.

<sup>5</sup> SCIO is a Czech commercial educational assessment centre.





Evaluation results indicate moderate improvement of pupils' skills to retrieve information from texts and to assess the form of texts. Weaknesses prevail in the abilities to assess the content of texts and to interpret them. Support for pupils with SEN (dyslexia) has worsened. Results of inspection evaluations confirmed the poor results pupils had achieved in international studies and pointed to the reasons for such an adverse development. If the results of inspection evaluations are compared according to PISA guidelines the conclusion can be drawn that the above described approach towards reading literacy has not yet been supported within the Czech education system.

For more details regarding the support of reading literacy see the relevant CSI thematic report.

### **Evaluation of the Development of Mathematical Literacy**

Results arising from international studies repeatedly demonstrate a low level of abilities of Czech pupils to use their knowledge for practical problem solving and the decline in the level of knowledge and skills of pupils with regard to mathematical literacy. The 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) and in compliance with the OECD guidelines for PISA and TIMSS where "mathematical literacy is the capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgments, and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen" and "it encompasses the ability to put mathematical knowledge and skills to functional use as well as the ability to pose and solve mathematical problems in a variety of situations moving beyond the kinds of situations and problems typically encountered in school classrooms and such situations do not cover only mathematical, science and reading literacy and there is no obvious solution to them".

The CSI was building on the results of PISA and TIMSS international studies and in its inspection evaluations focused on some selected characteristic features and areas where Czech pupils were unsuccessful or their results showed a deteriorating trend. If there is a need for pupils to apply mathematical knowledge when solving certain problems they should also understand the meaning (content) of mathematical terms and theorems which are to be used in specific situations.

Although the understanding of such terms differed from school to school both members of school management and teachers attempted to improve the situation.

Among the positively evaluated aspects of teaching at the elementary level of basic education were findings showing systemic deepening and exercising of numerical counting and the correct use of mathematical terminology and symbols. In general, in the classes observed pupils demonstrated a good level of the required knowledge and skills. There were discrepancies in developing independence when solving examples, justifying pupils' answers and developing the competences necessary for problem solving.

As regards the 2<sup>nd</sup> level of BE sample task-solving and also, in the majority of cases, solution of applied tasks can be evaluated positively. Pupils were successful in 90% of the observed mathematical classes. However, only in one quarter of the observed lessons were pupils instructed to approach learning actively and were their key competences in problem solving clearly developed. Pupils are not frequently able to guess in advance and subsequently interpret the results of mathematical tasks, they are not oriented towards various ways of solving the problem and are not taught how to justify their replies.

School management as well as teachers in all the schools visited confirm the implementation of internal and external testing of pupils' results, although the evaluated

results of testing as a source for further enhancement of teachers' work were used only by 38.7% of schools. In basic schools comprising both levels, teachers of these levels mutually cooperate, at least sometimes, when preparing plans for certain subjects as well as when evaluating school achievement. Regular and systematic cooperation was found in 13.4% of schools. Teachers in small schools usually lack this opportunity and networking between cooperating small and large schools, where pupils continue their school attendance, is very rare.

Comparisons of evaluation results after three years indicate that the development of support of mathematical literacy is rather adverse.

Table 16

Evaluation of indicators of mathematical skills in BSs (the proportion of occurrence in %)

| Monitored indicator of mathematical skills | 2006/2007 | 2009/2010 | Trend |
|--|-----------|-----------|-------|
| Ability to mathematise real situations     | 76.0      | 69.4      | -     |
| Using correct terminology and symbols      | 80.0      | 82.3      | +     |
| Solving the mathematical problem           | 85.0      | 79.6      | -     |
| Practical use of mathematical knowledge    | 87.0      | 83.3      | -     |
| Forming civic critical thinking            | 51.3      | 56.3      | +     |
| Work with errors                           | 79.0      | 79.6      | +     |
| Guessing of results                        | 15.0      | 17.3      | +     |
| Support of pupils with SEN (dyscalculia)   | 33.0      | 31.5      | -     |

As far as the use of terminology is concerned pupils have displayed slight improvement and positive results are also reported with respect to the forming of critical thinking of pupils. On the other hand, pupils' skills necessary for problem solving showed a downward trend. In a number of cases the failure of pupils in mathematics was connected with the problem of understanding a mathematical text (mathematical problems described in words). Pupils attending lower grades are not often able to use different reading techniques necessary to understand mathematical texts. Children had substantial difficulties when solving tasks which encompassed excessive information. The majority of pupils thought that they were supposed to use all the data for problem solving.

Amendments to the content of the FEP BE affected the level of mathematical literacy of pupils at the elementary level of BS. When the FEP is compared with the former syllabus the scope of the content of mathematical instruction considerably decreased and some modules were transferred to the 2<sup>nd</sup> level of BE. A range of BSs used transitional provisions of the Education Act and amended their teaching and thematic plan as well as SEPs accordingly.

The CSI will publish further details describing the support of mathematical literacy in a separate thematic report.

In general, it is clear that to achieve better results by Czech pupils the state should devote much more attention and care to the development of reading and mathematical literacy. The National Programme of the Development and Support of Reading Literacy should be incorporated into the Long-term Policy Objectives, the preparation of which is currently underway. Measures should be focused on improved provision of information both to experts and the general public, on better preparation of teachers and their further education, on the development of didactics for individual scientific branches, on the guidance of teachers as well as on the appropriate motivation of pupils and on special care to be provided to pupils with development disorders.

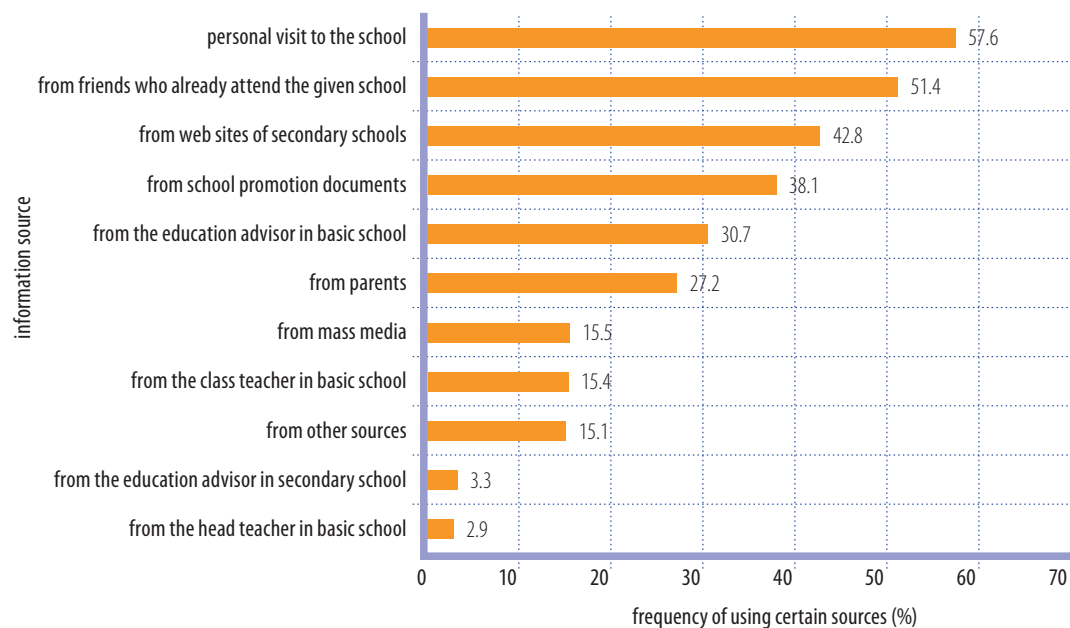


## Results of Pupils in 9<sup>th</sup> Grades and Their Preparedness for Transit to Secondary Schools

In the past school year the CSI also monitored the impacts of the Education Act on enrolment proceedings for studies at secondary schools. In doing so the CSI used questionnaire surveys among pupils of first grades of secondary schools. The CSI wanted to find out how students are informed on studies in the school they had selected. Diagram 2 is based on answers of pupils enrolled in 1<sup>st</sup> grades of secondary schools – according to the type of school.

Diagram 2

### Use of information sources on schools where pupils want to enrol



In the aforementioned questionnaires pupils were requested to assess their previous preparation for enrolment proceedings at the time when they studied at secondary school. 69.1% of pupils stated that they had not specifically prepared for admission examinations, 22.0% of pupils indicated self-learning. The proportion of pupils who attended preparatory training courses organised by either basic schools or secondary schools was 7.7%; if only students admitted to secondary general schools are considered then 15.8% of them decided for such courses. Several pupils were learning with a private teacher (especially those who wanted to study artistic fields of education).

The CSI attempted to find out how pupils were evaluated at the end of the 9<sup>th</sup> grade of BSs in relation to their admission to a secondary school. An overall comparison along with comparisons between groups of pupils admitted to secondary general schools and other secondary schools is included Table 17.

The evaluation demonstrated that those pupils who were evaluated as excellent in the English language in BSs were the most successful ones. Most of these pupils (70%) were admitted to secondary general schools. In addition, the success of pupils in enrolment proceedings was affected by excellent marks in mathematics (48.5% in relation to SGSs) and in the Czech language (43.6% in relation to SGSs). When differences between evaluation in the 9<sup>th</sup> grade of BSs and subsequently in the 1<sup>st</sup> grade of SSs are taken into consideration it can also be said that pupils with a bad evaluation are admitted to secondary general schools, although with a risk of failure in the first grade of SSs. Pupils who decided for secondary vocational education according to their interest and real abilities were subsequently successful.



**Table 17**
**Results of classification of interviewed pupils in selected subjects at the time when they transited from basic to secondary schools**

| <b>Classification of respondents at the end of the 9th grade of BSs (frequency of individual marks in percentage)</b> |                       |              |             |                    |              |             |                                   |              |             |
|---|-----------------------|--------------|-------------|--------------------|--------------|-------------|-----------------------------------|--------------|-------------|
| <b>Evaluation</b>   | <b>Czech language</b> |              |             | <b>Mathematics</b> |              |             | <b>Foreign language – English</b> |              |             |
|   | <b>SS</b>             | <b>SGS</b>   | <b>SVS</b>  | <b>SS</b>          | <b>SGS</b>   | <b>SVS</b>  | <b>SS</b>                         | <b>SGS</b>   | <b>SVS</b>  |
| <b>1</b>  | 15.2                  | 43.6         | 8.3         | 19.5               | 48.5         | 12.5        | 32.1                              | 70.1         | 23.0        |
| <b>2</b>  | 36.8                  | 45.1         | 34.9        | 30.5               | 36.8         | 29.0        | 31.7                              | 25.0         | 33.3        |
| <b>3</b>  | 34.1                  | 9.8          | 39.9        | 32.8               | 12.7         | 37.6        | 26.0                              | 3.4          | 31.4        |
| <b>4</b>  | 13.6                  | 1.5          | 16.5        | 16.7               | 2.0          | 20.3        | 9.9                               | 1.5          | 11.9        |
| <b>5</b>  | 0.3                   | 0.0          | 0.4         | 0.5                | 0.0          | 0.6         | 0.4                               | 0.0          | 0.5         |
| <b>Average</b>  | <b>2.47</b>           | <b>1.69</b>  | <b>2.66</b> | <b>2.48</b>        | <b>1.68</b>  | <b>2.67</b> | <b>2.15</b>                       | <b>1.36</b>  | <b>2.33</b> |
| <b>Difference BS – SS</b>   | -0.35                 | <b>-0.90</b> | -0.21       | -0.48              | <b>-0.83</b> | -0.39       | -0.32                             | <b>-0.46</b> | -0.29       |

### Evaluation of the Overall Success Rate of Pupils in Basic Education

The CSI evaluated pupils' achievement in basic education in terms of overall achievement, the occurrence of corrective measures and the rate of unexcused absence.

In compulsory school attendance one of the appropriate indicators of pupils' success is the proportion of pupils who repeated the given grade. In the Czech Republic the proportion of such pupils is 0.88%. The proportion concerned was higher at the 2<sup>nd</sup> level of BSs (1.22%). This indicator signals risks in the Usti Region (1.61%), the Karlovy Vary Region (1.53%) and the Liberec Region (1.26%). The situation in these regions is probably affected by a high proportion of children from a socially disadvantaged environment and Roma children, who were separated from the mainstream of education in practical schools.

In the first grades the proportion of 1.07% of unsuccessful children was above the average with the risk being the fact that most children who failed were from the Usti Region (2.16%). However, above average values were also recorded in the Karlovy Vary, Liberec, Moravian–Silesian, and Hradec Kralove Regions. Contrary to this, pupils in first grades were most successful in the Zlin Region and in Prague. The CSI evaluated the support provided to pupils attending the 1<sup>st</sup> grade of compulsory schooling and how they were prepared by pre-school education. Pupils of 1<sup>st</sup> grades have large problems with communication, accepting roles in the class collective, sustaining attention and it was found that they are not sufficiently independent. The problem is the absence of the tools which would allow teachers to carry out early diagnostics of children's maturity and of their needs for further successful education.

The highest proportion of pupils who repeated the grade was among pupils of 6<sup>th</sup> grades of compulsory school attendance (1.59%). The change of class teaching methods and evaluation of pupils as well as the transit of gifted pupils to six- and eight-year SGSs can markedly influence the educational achievement of pupils.

The proportion of pupils who repeated 9<sup>th</sup> grades was very low (0.20%).

The proportion of pupils displaying risky behaviour ranks among the important indicators of the success of pupils. In the schools visited the proportion of pupils on whom some corrective measures were imposed was 0.4%. In the vast majority such measures were reprimands.

The proportion of those who completed basic education and did not continue their studies in any secondary school was approximately 6.8%.

Roughly 93% of pupils complete basic education successfully and continue studying at the higher level of education.



## III.

**The Quality of Conditions of Schools Involved in Basic Education**

The CSI also evaluated the quality of conditions in basic schools (so called institutional quality) with respect to the requirements arising from the Register of Schools. Inspectors primarily focused on staffing as well as on the health and safety environment in basic schools.

**Staffing Requirements to Cover the Activities of Basic Schools  
Head Teachers of Basic Schools**

The CSI monitors how head teachers of BSs meet the demanding tasks resulting from their activities pursuant to Sec. 5 of the Act on Pedagogical Staff.

In the schools visited the CSI found that there is a proportion of 96 % of fully qualified head teachers.

The average age of head teachers in BSs is 49.6 years and the average length of their teaching time is 25.4 years. The average length of their management practice was 10.3 years, which directly relates to the low number of new head teachers. There were 173 selection interviews implemented in the past school year. For more information on selection interviews see Table B11, where selection interviews are broken down according to individual regions.

In complementary inspections the CSI found that 20.5 % of head teachers had active knowledge of English whilst 51.3 % of head teachers of BSs demonstrated only passive knowledge of this foreign language.

Benefits brought about by compulsory training in managerial skills were reflected in several monitored dimensions.

Table 18

**Evaluation of the level of managerial activities of basic school head teachers**

| Monitored indicator  | Frequency of achieving required status (%) |           |       |
|--|--|-----------|-------|
|  | 2008/2009                                  | 2009/2010 | Trend |
| Strategy, SEP, innovation in the content of education                              | 81.0                                       | 80.8      | -     |
| School management, meeting tasks of a head teacher                                 | 90.0                                       | 90.9      | +     |
| Creation of staffing preconditions, risk assessment                                | 83.3                                       | 91.1      | +     |
| Implementation of the results of system evaluation and of success rate of children | 88.1                                       | 94.1      | +     |
| Development of school partnerships   | 95.1                                       | 94.5      | -     |
| Active knowledge of a foreign language   | N/A  | 20.5      |       |
| Participation in projects  | 34.6                                       | 77.4      | ++    |

Experiences with project management showed an upward trend, personal skills were getting better and improvement in the systems of self-evaluation was considered to be positive. Unlike the quite poor skills necessary to draw up documentation relating to SEPs, head teachers did not have any problem defining the objectives of basic education and implementing them. School strategies and plans in 90.5 % of BSs support balanced fulfilment of SEP aims in all areas of education.

**Drawing Up and Implementing School Education Programmes in Basic Schools**

Summarised data resulting from the first evaluation of SEPs in basic schools were published in the relevant thematic report and are included in Table B5, and results of evaluations carried out in lower grades of six- and eight-year secondary general schools are described in Table B6.







As in pre-school education the most extensive innovation in basic schools was the application of new school education programmes. Schools were obliged to introduce teaching according to the Framework Education Programme for Basic Education (FEP BE) from the school year 2007/2008. Thus in the past school year schools implemented their own education programmes both at the first level (from 1<sup>st</sup> to 3<sup>rd</sup> grades) and second level (from 6<sup>th</sup> to 8<sup>th</sup> grades) of education. All the evaluated schools have submitted their SEPs. In the school year reviewed the CSI evaluated a further 1,562 SEPs. Thus since 2007 the CSI has evaluated altogether 3,613 SEPs for basic education altogether. The documents were of a different scope (up to 1,500 pages) and level. SEPs encompass much abnormally detailed and excessive information not required by the FEP BE and therefore their writing causes an excessive administrative burden for schools (for example copying of key competences from the FEP BE to SEPs). Of the total number of evaluated SEPs 1,091 (i.e. 30.2%) fully complied with the FEP BE. Overall results of evaluations covering the past three years demonstrate gradual improvement in the quality of the documents, although deficiencies in descriptions of SEPs, syllabi, curricula and self-evaluation of schools in accordance with the principles laid down in the FEP have persisted. The development and subsequent implementation of SEPs represented a great opportunity for schools for a positive internal change. For example, in many schools the process of development of their SEP led to the strengthening of cooperation between teachers and school management and to improvement in the school climate.

Schools were to lack support of ICT in preparing documentation as no suitable SW product was found to help schools to administer their SEPs.

Despite the above-mentioned shortcomings, positive changes relating to SEPs have been detected in schools. Positive development was reflected in school strategies and partnerships. Pedagogical diagnostics has improved and class instruction was more oriented towards the development of pupils' key competences. A number of schools strove to distinguish their education from education in other schools and provide education above the requirements stipulated by the FEP BE; most frequently schools offer extended teaching of foreign languages (6% of schools), physical training (5.4%) and mathematics (2.4%).

### **School Management**

With regard to school management the problem of the excessive administrative burden relating to the full legal personality of schools remains a long running problem mainly for small schools. Head teachers carry out predominantly operative, administrative and economic assignments although options to manage the main pedagogical process and opportunities to focus primarily on the evaluation of educational achievement and quality are quite limited. In large schools a range of the above tasks is delegated to deputy head teachers or teacher-specialists. The CSI found persisting inactivity of Pedagogical Boards, which have not yet taken on the role of being professional partners of head teachers and are not actively involved in self-evaluation of educational achievement in relation to the requirements stipulated in SEPs drawn up in compliance with the FEP. When assessing the level of school management the CSI evaluated the development of partnerships. Founders, parents and School Boards appear to be the most prominent partners for school management.

36% of basic school head teachers and 32% of teachers assessed cooperation with parents as being positive. The CSI recommends that schools focus on improving communication with parents as in a number of cases the reason for complaints is to some extent misunderstanding and inactivity of the head teacher when coping with the suggestions of pupils and their statutory representatives. If the filed complaints had been duly examined immediately it would have been found that only a small number of them could be justified.



In several cases some problems with cooperation between the school and the School Board were detected. In large cities where several schools have one founder it is a problem to ensure that a representative of the founder is present on all School Boards. Schools also pointed out that their School Boards were not active enough, they did not feel accountable for decisions taken with respect to the school and therefore School Boards have not yet been perceived as beneficial for school activities. The CSI recommends focusing on the enhancement of activities carried out by School Boards, which are considered to be a fundamental tool for democratic management.

Cooperation with founders was at a good level in the majority of BSs mainly in small municipalities. 37% of head teachers and 43% of basic school teachers evaluated working conditions as optimal. As regards basic education a number of villages and towns support their schools by local projects. In the past school year such projects were implemented in 293 BSs.

The CSI evaluated the benefits brought about by partnership cooperation as to be at an excellent level in 11.8% of BSs and at a satisfactory level in 82.7% of BSs. Founders of BSs, like founders of kindergartens, only rarely used their own criteria for the evaluation of schools they had established.

Schools quite frequently organised meetings with other schools and shared their experiences. New efforts to establish local networks of cooperating schools emerged.

### **Evaluation of Basic School Teachers**

The number of teachers of BSs calculated on the basis of the nation-wide statistical data collected by the IIE was 58,417.3 (i.e. recalculated as teachers employed full time). Of this number there were 83.9% female teachers.

The average age dropped moderately to 41.8 years of age. The proportion of teachers who had taught less than three years slightly decreased to 8.67%, the decrease in the proportion of teachers teaching for 35 and more years to 5.71% is positive. The average number of teaching years was 18.6. According to the number of teaching years the group of teachers teaching between 21 and 25 years (17.1%) is the most numerous and this is followed by the group of teachers teaching between 16 and 20 years (16.2%).

The proportion of fully qualified teachers was 85.8% (a moderate growth by 0.8% of the total number of teachers). 5.7% of teachers taught in special classes/groups for children with SEN, of whom 74.2% satisfied special professional qualifications (when this number is compared with that of the previous year it shows an increase of 2.3%). The average number of children per teacher was 13.4 in mainstream classes while in classes for children with SEN it was only 2.3 children per teacher.

Findings gathered in the schools visited and comparisons of selected indicators with previous years are included in Table B10. In the schools visited the CSI found that the proportion of qualified teachers was 85.9% and the proportion of teachers having some specialisation was 4.2%. When comparisons among regions are taken into account the highest proportion of fully qualified teachers is reported from the South Bohemian Region (94.2%), followed by the Vysocina Region (93.3%). On the other hand, the CSI found that teachers displaying the lowest level of qualifications teach in the Central Bohemian Region (79.9%) and in the Karlovy Vary Region (80.0%).

The CSI's analyses demonstrated the benefits brought about by qualifications of teachers in terms of the effectiveness of the support they provided to pupils. Qualifications of teachers were reflected in efficient and clearly targeted methods and forms of class instruction as well as in the structure of knowledge and the ability to use pedagogical diagnostics for correct evaluations of the capabilities of a given pupil.





### **Availability of Experts, Specialised Teachers in Basic Schools**

The proportion of teachers with a specialisation accounted for 41.4% in BSs. The CSI also evaluated the preparedness of basic school teachers for changes which are currently underway. The excellent provision of information on the FEP was positive since information on the document concerned has already been provided to 98.5% of teachers. Teachers either participated in short-term training courses or were assisted by trained coordinators and some teachers used self-learning. 86% of teachers stated that they had had an opportunity to participate in the development of the education strategy of their school, therefore they could affect it. 40% of basic school teachers had grasped an opportunity to get involved in and/or use subsidised projects.

Results of inspection evaluations also indicate that a certain number of teachers (approximately 14%) approach changes only formally and they do not intend to change anything in their established methods or ways of class instruction. As in kindergartens this risky group comprises all the evaluated groups, including beginner teachers.

Summarised findings on qualifications and additional data concerning teachers broken down according to the level of their knowledge of the Czech language, ICT and the level of qualifications according to individual school subjects are included in Table B12.

By using additional data the CSI monitored to what degree teachers know a foreign language and what their level of ICT skills is. The knowledge of foreign languages of BS teachers has moderately improved. Teachers spoke mainly English (56.1%), followed by German (23.0%), Russian (14.7%) and French (1.6%).

The main barrier for using ICT in class teaching in basic schools is the very low level of information literacy among teachers. The CSI found that the preparedness of teachers concerning information literacy continued to be unsatisfactory in basic schools. The majority of teachers had completed only basic preparation (52.8%), extended ICT courses organised in the framework of the further education of teachers were completed by 38.0% of teachers and the proportion of ICT coordinators was only 3.9%. There is a risky group of teachers who are not prepared for work with ICT at all (5.2% of teachers) and therefore they do not involve ICT in their work.

The highest proportion of teachers without any qualifications for work with ICT was detected in the Vysocina Region (10.2% of teachers) and in the Central Bohemian Region (9.9% of teachers). The best information literacy among teachers was recorded in the Karlovy Vary Region, where 98.7% of teachers had completed relevant training courses and in the Moravian–Silesian Region (98.1%). Small schools suffered from insufficient ICT equipment and they were also lacking appropriate guidance when developing their SEPs and teachers had only very limited access to methodological guidance portals.

### **Evaluation of Further Education of Basic School Teachers**

When motivation and opportunities for personal development are compared then they are at a better level in BSs than in kindergartens. In some schools there was low accessibility of specialisation in relation to the new requirements stipulated in the FEP. For more details on the involvement of basic schools and their teachers in different forms of further education see Table B20.

Participation of teachers in, at least, one form of further education of teachers was detected in 77.1% of BSs. Conditions for teachers are unambiguously better in large schools, where the proportion of teachers involved in the further education of teachers was 88.5%, whereas in small BSs it was just 66.2%. A quite high proportion of schools (55.4%) allowed their teachers to study so that they could complete their qualification requirements. This phenomenon is very positive. The proportion of teachers who had not studied on any training course organised within further education of teachers was 22.9%; in small schools such a proportion rose to 33.8%. Results of analyses show that studies aimed at ICT were beneficial for improvement of the effectiveness of certain





characteristic features of the whole framework and it affected the prevention of socio-pathological phenomena. Training courses focusing on special pedagogy or development of self-evaluation supported the better quality of SEPs and successful integration of pupils with SEN. The finding that the innovative potential of teachers is almost unaffected by the years of teaching practice is interesting.

93.9% of BSs participated in some form of further education of teachers – short training courses and seminars focused on a particular topic. The proportion of teachers who participated in more than one form of further education of teachers was quite high (41.9%) and this is, of course, positive. The proportion of small schools where all the teachers were involved in further education of teachers represented 50.4%.

95.8% of basic schools trained their teachers in OHS at the required level.

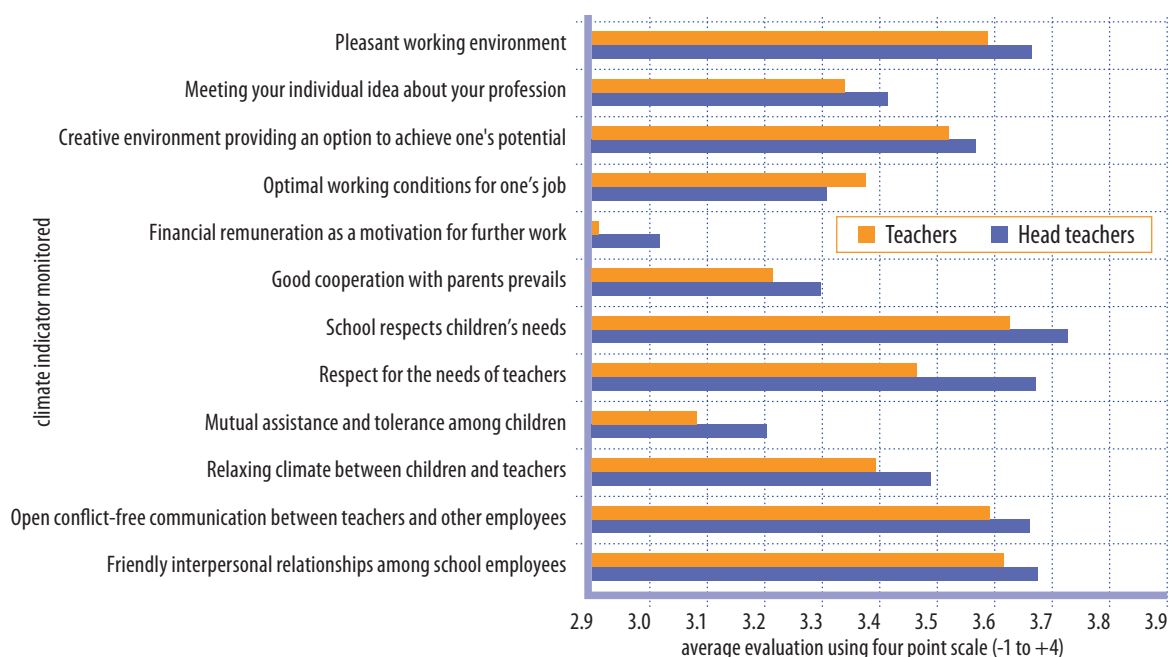
### School Climate in Basic Schools

The CSI also examined the climate in schools, taking into consideration three principal indicators: interpersonal relations, school environment and care for it, fellowship with the school (school team-building). For more information about comparisons of results arising from evaluations of school climate at the level of schools see Table B18a.

Comparisons of the opinions of different groups of teachers according to the level of education are included in Table B18b. Gaps between opinions on the climate in schools are depicted by the following diagram.

Diagram 3

Comparison of opinions of head teachers and teachers of the basic schools visited at the level of selected indicators of school climate



### Development Projects in Basic Schools

For an overview of participation of BSs in development projects see Table B17. All analyses made by the CSI confirmed that the best overall results of inspection evaluations can be attributed to schools and teachers actively engaged in development programmes. Monitoring revealed that basic schools were involved in 3,193 national development projects. As in the case of kindergartens the majority of projects held by the MEYS were focused on solving the remuneration conditions of teachers in relation to restrictions in



the state budget and thus they did not have the nature of real school projects. If projects of this type are excluded then basic schools participated in 1,443 projects organised at the national level, 386 BSs were engaged in international projects and 293 were involved in local projects.

### Evaluation of Material Conditions in Basic Education

The CSI attempted to identify and evaluate the equipment of schools in terms of safe and healthy conditions for the education of pupils. The CSI also monitored the level and availability of equipment and utilisation of ICT by all pupils and employees. Overall evaluations showed that technical equipment can considerably affect (especially) the level of OHS and the results of pupils in basic schools in comparison with other levels of education. Results of the evaluation can be found in Table 19.

Table 19

Selected indicators of safe environment in basic schools

| Monitored rooms and OHS indicators     | Frequency of compliance with regulations concerning safe conditions in education (%) |           |       |
|--|--|-----------|-------|
|  | 2008/2009  | 2009/2010 | Trend |
| Classrooms                             | 94.6   | 84.9      | -     |
| Gymnasiums                             | 94.6   | 88.2      | -     |
| Playgrounds and other spaces for games | 94.6   | 95.8      | +     |
| School canteens                        | 100.0  | 96.6      | -     |
| Gardens                                | 97.8   | 95.8      | -     |
| Sanitary facilities, cloakrooms        | 95.6   | 91.6      | -     |
| Furniture                              | 98.9   | 99.1      | +     |
| Lighting                               | 100.0  | 100.0     | 0     |
| Floor surface                          | 96.7   | 95.8      | -     |
| PT equipment                           | 97.8   | 99.1      | +     |

Areas of basic education requiring improvement can be assumed on the basis of the data included in the following table. The moderate improvement of safety at playgrounds and modernisation of PT equipment can be considered as positive. The CSI notifies founders of schools that the level of equipment and safe environment in classrooms and gymnasiums in BSs substantially declined. Summarised results of comprehensive checks of OHS along with inspection evaluations of basic schools also identified problems pertaining to 4.9% of the OHS systems in BSs.

With respect to the promotion of the reading literacy of pupils the majority of basic schools adopted measures aimed at the renewal or new establishment of school libraries and an effort to offer their children educational activities which can be held directly in a library. The proportion of BSs possessing a functional library was 84% and their number has increased only very slightly within the last three years. The CSI found that 92% of BSs had access to the internet, use of ICT and there was also SW for class instruction. The CSI also notes a low proportion of schools which were able to use technical equipment in classroom teaching effectively, for example use of teaching aids was detected in only 55% of observed lessons.

### Evaluation of Economic Conditions in Basic Schools

When compared with the results of 2008, the results of analyses of selected economic indicators demonstrate that financial prerequisites moderately improved in 2009 in the schools visited.



Table 20

## Evaluation of economic conditions in basic schools visited

| Monitored indicator                                   | 2008   | 2009   | Trend |
|---|--------|--------|-------|
| Non-investment expenditure (NIE) per child (CZK)      | 62,885 | 67,668 | +     |
| Proportion of the state budgeted allocated to NIE (%) | 72.8   | 75.1   | +     |
| Further education of teachers per child (CZK)         | 1,251  | 1,347  | +     |
| Average salary of teachers (CZK)                      | 23,701 | 25,130 | +     |
| Average proportion of sliding salary components (%)   | 18.4   | 20.8   | +     |

In 2009 the average non-investment expenditure amounted to CZK 67,668 in the schools visited (thus being per pupil 7.6% higher than in 2008). The proportion of the state budget for covering non-investment expenditure increased by 2.3%. The average salary of a teacher was CZK 25,130 i.e. it was 6% higher than in 2008. Salaries of teachers grew both in tariff components (by 6%) and in sliding components (by 2.4%). Costs of overtime hours decreased by 1.5%, which is a favourable trend. The average expenditure on the further education of teachers increased by 7.7%.

#### Evaluation of the Management of State Funds in Basic Schools

In the schools visited the CSI evaluated how effectively schools used the resources and financial means provided to them from the state budget. The share of expenditure earmarked for staff remuneration and paid from the state budget was 95.7% of the total state budget subsidy. The proportion of NIE used for purchasing textbooks and teaching resources and aids was 2% and the share of costs for education was 0.2% of the total subsidy provided from the state budget.

For more information about the shares of expenditure covered by the state budget in costs of schools according to their purpose and their year-on-year comparisons see Table B9.

## IV.

### Results of Checks in Basic Schools

The CSI monitored how certain provisions of the Education Act and related legal regulations covering basic education (Sec. 174 (2) (d)) are respected. A range of negligible formal violations was resolved together with school managements directly during inspections. The most frequent irregularities are included in Table B19a.

In the school year 2009/2010 schools were granted a total of 575 deadlines to remove deficiencies found, of which 181 were in the area of OHS, 176 related to violations of some provisions of the Education Act, 192 violations were found by means of public-legal audits, and 26 problems concerned school canteens.

Summarised results of OHS checks are included in Table B19d and results gathered on the basis of checks of school canteens can be found in Table B19c.

### Results of Public-Legal Audits of Using Financial Resources

The CSI carried out public-legal audits in compliance with Sec. 174 (2) (e) of the Education Act.

Findings of the CSI are summarised in the Table 21 covering the last two years.

With regard to public-legal audits BSs received 192 deadlines to adopt measures and to remove detected deficiencies and in total 20 suggestions concerning problems in schools were submitted to regional authorities for further investigations. The increased number of shortcomings was caused mainly by incorrect inclusion of pupils

in the support for pupils suffering from light mental disorders in former special schools.

Table 21

Results of public-legal audits in basic schools

| Monitored indicator  | Situation in 2008 | Situation in 2009 |
|--|-------------------|-------------------|
| Number of checked entities   | 154               | 100               |
| Total amount of funds (in CZK) from the state budget provided to checked entities                              | 1,670,606,272     | 1,852,298,770     |
| Total amount of funds (in CZK) checked by the CSI  | 1,406,034,975     | 1,282,872,249     |
| Total amount (in CZK) of detected irregularities   | 1,720,991         | 1,614,388         |
| Total amount (in CZK) of detected irregularities per CZK 1,000 of checked funds provided from the state budget | 1,224             | 1,258             |
| Violations of budgetary discipline (CZK)   | 1,428,002         | 1,159,088         |
| Violations of budgetary discipline (CZK) per CZK 1,000 of checked funds provided from the state budget         | 1.001             | 0.904             |
| Number of suggestions for checks submitted to tax authorities  | 0                 | 0                 |
| Number of suggestions for checks submitted to regional authorities   | 8                 | 20                |

Results of basic schools compared with results of all other schools are summarised in Table B16b; the most frequent errors are included in Table B19b.

**Results of Inspection Activities on the Basis of Suggestions, Complaints and Petitions (Sec. 174 (4) of the Education Act)**

Results of an analysis of complaints and suggestions in basic schools indicate the high degree of satisfaction with the provision of basic education. Some incidents, which were later proved to be justified, were detected in 5.6 % of BSs. In the past school year the CSI examined in total 233 complaints concerning BSs. However, the total number of items included in such complaints was 474 (of which 34.2 % of items were assessed as justified). The most frequent problems (21.6 %) were incidents between schools and parents and suggestions relating to communication between schools and the statutory representatives of pupils. The whole analysis according to the topics and types of schools is included in Table B15, where it is compared with the previous year. Results demonstrate that the proportion of justified complaints is on the rise.

**Overall Evaluation of Basic Schools by the CSI in the School Year 2009/2010**

Findings resulting from all inspections and partial analyses of basic education concentrated on six key areas of the effectiveness of schools. The achieved level of effectiveness is based on the summary evaluation of criteria and indicators characteristic for the given area. Interpretation of selected characteristic features by the CSI is based on a comparison of the situation in BSs with the requirements of the Education Act in terms of a four point inspection scale.



Table 22

## Overall evaluation of basic schools (799 BSs)

| Key areas of evaluation               |  | Proportion of schools in the achieved level of evaluation (%) |     |      |      |
|---------------------------------------|--|---|-----|------|------|
|                                       |  | A   | B   | C    | D    |
| <b>Results of basic schools</b>       |  |   |     |      |      |
| K1                                    | Satisfaction with provision of education   | 0.2   | 7.2 | 81.1 | 11.6 |
| K2                                    | Results of education   | 0.1   | 5.5 | 86.6 | 7.8  |
| K3                                    | Results of supportive innovative and preventive programmes                             | 0.1   | 2.6 | 87.1 | 10.2 |
| <b>Prerequisites of basic schools</b> |  |   |     |      |      |
| K4                                    | Adherence to legal regulations and fulfilment of formal conditions                     | 0.3   | 1.4 | 78.7 | 19.6 |
| K5                                    | Staffing, material and financial prerequisites and effective organisation of education | 0.1   | 5.6 | 85.0 | 9.3  |
| K6                                    | School systems (self-evaluation, internal audit, consultancy)                          | 0.1   | 4.7 | 86.0 | 9.2  |

Key for individual levels of evaluation:

- A Situation displays high risks which can lead to the removal of a school from the Register of Schools pursuant to the provisions of Sec. 150 of the Education Act.
- B A school entity does not achieve a prescribed standard; identified risks can be corrected within the given deadline.
- C A school entity achieves, within the given criterion, a typical regional or national standard prescribed for the same type of school and school facility.
- D Activities of a school entity are in some areas above the standard or they are evaluated as an example of good practice (the scheme prepared by the Research Education Institute for examples of good practice was used).







## 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 1<sup>st</sup> grades of secondary general schools (gymnázium) and in 1<sup>st</sup> 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 3<sup>rd</sup> 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 1<sup>st</sup> 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.

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### 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



of music and arts). Inspection evaluations of the effectiveness of the secondary education system were based on statistical data collected by the IIE, the MEYS and by the CSI itself. The CSI analysed the development of principal indicators decisive for funding SE (indicators of performance and stability of the school network); the development of educational provision; and the development of economic conditions.

In the past school year the CSI checked selected indicators and options of how to use them for inspection evaluations of the education system and its effectiveness in SE. During the first development phase conceptual objectives of the CSI focused on the choice of secondary schools providing one field of education, which were obliged to teach according to SEPs and this was the reason why the CSI concentrated particularly on secondary general schools in the school year 2009/2010.

### Performance and Stability of the Network of Schools Providing Secondary Education

In the school year 2009/2010 education was provided by 1,433 secondary schools, of which 379 were secondary general schools.

Table 23

Selected performance indicators of the education system for secondary education

| Monitored parameter Czech Rep. (according to the IIE)                                  | Situation in 2008/2009 | Situation in 2009/2010 | Year-on-year change (%) |
|--|------------------------|------------------------|-------------------------|
| Number of students in secondary education  | 564,326                | 556,260                | -1.43                   |
| Total number of SSs  | 1,438                  | 1,433                  | -0.35                   |
| Number of SGSs   | 377                    | 379                    | +0.53                   |
| Number of classes in SSs   | 23,357                 | 23,260                 | -0.42                   |
| Number of classes in SGSs  | 5,263                  | 5,248                  | -0.29                   |
| Number of schools providing apprenticeship certificate                                 | 542                    | 539                    | -0.55                   |
| Number of schools where education is to be completed by the school-leaving examination | 1,239                  | 1,239                  | 0                       |
| Proportion of public-funded schools (%)  | 74.3                   | 74.3                   | 0                       |
| Proportion of private schools (%)  | 23.2                   | 23.2                   | 0                       |
| Proportion of church schools (%)   | 2.5                    | 2.5                    | 0                       |

No dramatic development was seen within the network of secondary schools when numbers are compared with those of the school year 2008/2009. The moderate growth in the number of secondary general schools related to the overall decrease in the number of secondary schools involved in technical or vocational education. The number of classes slightly dropped in all types of secondary schools, including SGSs.

539 SSs provided education completed by an apprenticeship certificate, whilst 1,239 SSs provided secondary education completed by a school-leaving examination. Once again last year saw a decline in the number of students who were interested in education completed by an apprenticeship certificate.

The availability of secondary education throughout the Czech Republic was, when compared internationally, at a very high level. In the past school year 93% of pupils who completed compulsory school attendance continued their studies in SSs. The impact of the decline in the number of pupils, as a consequence of the demographic development, on the network of schools was minimal. In the context of the expected drop in the number of students, which was partially seen in SSs, it is surprising that founders have not yet adopted any extraordinary measures to make the network of schools optimal.



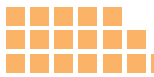


Table 24

## Comparisons of how capacities of secondary schools are utilised

| Secondary general schools |             | Secondary technical/and or vocational schools |             |
|---------------------------|-------------|---|-------------|
| Region                    | %           | Region  | %           |
| South Moravian            | 96.8        | Vysocina                                      | 90.0        |
| Karlovy Vary              | 92.5        | Hradec Kralove                                | 87.1        |
| Pilsen                    | 90.7        | Liberec                                       | 84.3        |
| Zlin                      | 88.9        | Central Bohemian                              | 81.2        |
| Olomouc                   | 88.3        | Zlin  | 70.8        |
| Moravian-Silesian         | 88.3        | Pardubice                                     | 70.2        |
| Liberec                   | 84.3        | Pilsen  | 67.6        |
| Usti                      | 83.5        | South Bohemian                                | 64.8        |
| Vysocina                  | 82.3        | South Moravian                                | 64.7        |
| <b>Czech Republic</b>     | <b>80.7</b> | Moravian-Silesian                             | 64.6        |
| South Bohemian            | 76.8        | <b>Czech Republic</b>                         | <b>64.1</b> |
| Central Bohemian          | 71.2        | Karlovy Vary                                  | 62.7        |
| Prague                    | 70.9        | Prague  | 58.7        |
| Hradec Kralove            | 66.1        | Usti  | 56.0        |
| Pardubice                 | 66.0        | Olomouc                                       | 32.7        |

Key: The above are comparisons of the numbers of enrolled students with permitted capacity included in the Register of Schools and School Facilities

Comparisons of inspection evaluations between groups of schools which provide secondary education indirectly showed to what degree intentions to make the network of secondary schools optimal had been successfully implemented in individual regions. The best parameters in terms of finetuning the provision of education as well as the effectiveness of the utilisation of available capacity in SGSs and secondary technical/vocational schools were found in the Liberec and Moravian-Silesian Regions, where both groups of school are quite in balance. The overview from the South Moravian Region indicates an insufficient capacity of secondary general schools, whilst in the Olomouc Region there is surplus in the provision of technical education and in the Zlin Region the same applies to SGSs. In the Vysocina Region the use of available capacity is above average within both groups of schools, though some figures could indicate worse accessibility to technical/vocational education.

### Development in the Structure of Secondary Education Provision

According to the statistical data of the IIE the total number of students who enrolled in SSS was 556,260. The proportion of those who studied in secondary general schools was 25.9%.

Representation of students educated in secondary schools in the total population of 15–18 year olds (an internationally monitored indicator) was almost 95%. This figure was affected by the proportion of students older than 18 years and also by continuing diversion of students from three-year fields of education to the fields of education completed by the school-leaving examination and the related increased number of students in SGSs. The ratio between pupils who should complete their studies by the school-leaving examinations and those who should complete studies in other way was 3.43.

The ratio between demand and supply was 2.17 in secondary schools, while if only SGSs are taken into account the ratio was 2.36 and in six- and eight-year SGSs it was 2.1.



Table 25

## Selected republic-wide performance parameters in secondary schools

| Monitored parameter Czech Rep. (according to the IIE)                     | Situation in 2008/2009 | Situation in 2009/2010 | Year-on-year change (%) |
|---|------------------------|------------------------|-------------------------|
| Number of students completing studies with the apprenticeship certificate | 116,401                | 113,609                | -2.40                   |
| Number of students completing studies with the school-leaving examination | 401,071                | 396,214                | -1.21                   |
| Number of students studying artistic fields of education                  | 8,256                  | 8,614                  | +4.34                   |
| Proportion of students in SGSs  | 25.6                   | 25.8                   | +0.78                   |
| Proportion of students with SEN (%) in SSs                                | 1.61                   | 1.64                   | +0.03                   |
| Proportion of students with SEN in SGSs                                   | 0.16                   | 0.16                   | 0                       |
| Number of newly enrolled students in SSs                                  | 158,824                | 153,897                | -3.10                   |
| Number of newly enrolled students in SGSs                                 | 26,544                 | 25,256                 | -4.85                   |
| Number of newly enrolled students in artistic fields of education         | 2,371                  | 2,413                  | +1.77                   |
| Number of foreign nationals   | 6,078                  | 7,856                  | +29.25                  |

**Students with SEN in Secondary Education**

According to the statistical data collected by the IIE, in total 19,728 students with SEN were registered in 673 mainstream SSs, which accounts for 3.5 % of the total number of secondary school students. Group integration of these students prevails in mainstream SSs. 68.1 % of students were educated in special classes, while 31.9 % of students with SEN were integrated individually. There were 2,155 individual education plans for students with SEN.

The proportion of students with SEN in special schools (institutional integration) was 1.23 %. In mainstream schools the rate of integration was 2.59. The rate of individual integration was 1.21 in SSs while in SGSs it accounted only for 0.6 %.

Of the total number of students with SEN 8.4 % were identified as students who have development learning disorders. The group of disabled students in secondary education comprised 52.8 % of pupils with mental disabilities whilst in basic schools this proportion was only 34.3 %. The higher proportion of students recorded in SSs was probably due to the obligation to demonstrate the condition of their health when students are admitted for studies in SSs. On the other hand, there could be also influence from the relief rendered to such students when they are about to complete education.

**Gifted Students in Secondary Education**

Gifted students received the opportunity to study artistic fields of education (they have to pass an examination testing their artistic abilities) in secondary schools of arts and conservatoires. Studies in SGSs are generally understood as studies supporting gifted students. The proportion of pupils leaving basic schools after completing 5<sup>th</sup> or 7<sup>th</sup> grades for six- and eight-year secondary general schools was 6.1 % of the total number of pupils attending the aforementioned grades of BSs. 219 secondary school students had individual education plans for gifted students. The proportion of IEPs for gifted students studying in SSs was 0.04. In upper grades and specifically in conservatoires this number accounted for 1.20.

143,851 students studied upper grades of SGSs (upper-secondary education), where the ratio between demand and supply was 1.3.

In the fields of education covered in the upper grades of conservatoires there were 1,131 students. The ratio between demand and supply in these schools was 4.6. In total 8,614 students enrolled in artistic fields of education.

The artistic branches traditionally reported the highest demand. On the other hand, the number of those who are interested in the fields of education which are not completed by the school-leaving examination shows a downward trend. With regard to the stagnation of networks of SSs the proportion of students in attractive branches has been on the rise. The provision of different branches of secondary technical/vocational education is also affected by reform of this type of secondary education, where the number of specialised branches has been falling, when numbers over several years are compared, and gradually a new system of branches covered by the relevant FEPs has emerged.

### Development of Republic-wide Economic Indicators

The total public expenditure on secondary education registered in the statistical data of the IIE was CZK 30,814.4 million, of which CZK 6,885.7 million was for SGSs. The 2009 republic-wide normative funding (per capita funding) for secondary schools was CZK 52,131 and the average unit expenditure per student attending secondary education was CZK 56,011. In secondary general schools it amounted to CZK 50,020.

The average salary of a teacher in secondary education was CZK 24,654, but in secondary general schools it amounted to CZK 27,852.

The number of students per working time of a teacher was 13.6 in secondary schools; in secondary general schools it was 13.8.

Table 26

#### Development of economic indicators in secondary education

| Monitored parameter Czech Rep. (according to the IIE) | Situation in 2008/2009 | Situation in 2009/2010 | Year-on-year change (%) |
|---|------------------------|------------------------|-------------------------|
| Number of teachers in SSs (in thousands)              | 39.1                   | 28.9                   | -26.09                  |
| Average number of pupils per teacher in a SS          | 13.6                   | 12.1                   | -11.03                  |
| Average number of pupils per class in a SS            | 26.2                   | 23.9                   | -8.78                   |
| Average number of pupils per class in a SGS           | 27.7                   | 27.4                   | -1.08                   |
| Average number of pupils per SS                       | 392.4                  | 388.2                  | -1.08                   |
| Average number of pupils per SGS                      | 385.3                  | 379.6                  | -1.48                   |

The budget of SSs is also affected by scholarships and payments for productive work carried out by students. In the past school year scholarships were paid to 3,175 pupils and 43,796.5 recalculated students received compensation for productive activities.

The territorial division of study branches and regional per capita funds (regional normative funding) have the largest impact on the economic conditions of SSs. In addition, regions are founders of the vast majority of secondary schools and therefore they have the opportunity to adopt measures to make the network optimal in order to enhance the effectiveness of networks with a minimum intervention of the state. The current system of financing secondary education sufficiently supports neither an optimal and effective network of SSs nor desirable changes in the structure of educational fields. According to the information provided by the MEYS, when the structure of normative funding is compared in accordance with republic-wide normative funding, secondary education has been strengthened in the South Bohemian Region and the Pardubice Region, whilst in all other regions per capita funding was below the specified 2009 regional level. The lowest support to secondary schools was reported from the Moravian–Silesian, Pilsen, and Zlin Regions. Territorial differences between educational branches were quite substantial in SGSs, too. The financing of secondary education is also affected by the size of schools, the degree to which class capacity is utilised and of course by regional norma-





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.<sup>6</sup> 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

<sup>6</sup> *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.*



and other schools are summarised in Table B14, where the data are also compared with those from basic schools. Data included in Tables from B14a to B14g allow for comparisons of the occurrence of contemporary approaches to class instruction and teaching methods divided according to individual school subjects.

Methods and the content of evaluation are specified in school education programmes drawn up independently by schools. However, each SEP is based on a particular FEP. Nevertheless, objectives formulated in FEPs are not very specific, thus allowing for large differences. School rules for the evaluation of pupils contained in SEPs and instructions encompassed in school Rules of Order often differ. Marking using the scale from one to five still prevails. Pedagogical Boards of schools are rather passive when evaluating overall school and group results.

Evaluation of students' achievement at the time of their completion of secondary education is regulated by the Education Act, the FEP, SEPs and the head teacher of the relevant school. In the past school year the concept of school-leaving examination reform was tested in SSs.

### **Evaluation of Development of Personality of Secondary School Student**

The CSI concentrated predominantly on monitoring the course of education in secondary general schools with the emphasis put on grades where students were taught in compliance with SEPs. When carrying out evaluations the efforts of teachers to take into account the abilities of students are evaluated positively. When giving tasks teachers strove to support and motivate all students to learn actively. However, whole-class presentation was still the prevailing method of teaching. Activities of students were not very varied thus students had only a few opportunities to use available aids in the course of instruction or to discuss some issues with teachers. The CSI also recommends schools to focus more than before on the structuring of data and information and links between them, on strengthening relations between individual subjects and arts and/or culture, on historical context and the relation of subjects to the preservation of the environment.

ICT equipment was used in 32.2% of observed lessons, of which correct and efficient use of ICT in relation to the implemented activities was seen in 82% of cases.

### **Evaluation of Students' Achievement in Enrolment Proceedings**

The prerequisite for being admitted to a secondary school is to complete compulsory school attendance and to satisfy the conditions specified for admission by the head teacher of the relevant SS. And again the head teacher also decides on the admission of students. An admission examination can be part of the enrolment proceedings (or an examination testing the artistic abilities of an applicant). The admission examination is prepared by individual schools. Enrolment proceedings for admission to conservatoires are implemented in the form of an examination testing the respective innate abilities of applicants for artistic accomplishment so that talents of applicants can be assessed.

Pupils can apply for admission to three schools according to their own choice. Those who have not been admitted can participate in the next round of enrolment proceedings in schools offering vacancies.

### **Using the Option to File Three Applications for Education in Secondary Schools**

The majority of applicants (55.0%) used their right to file three applications in the first round of enrolment proceedings and the proportion of such students in SGSs rose to 62.9%.

The proportion of students admitted to more than one school was 64.0%; in SGS this proportion accounted for 73.6%.

It was confirmed that the concerns of secondary schools relating to this new procedure were justified and the procedure itself causes not only a rise in administration



burden and financial costs of schools but also uncertainty for school management and brings about problems with the adequate preparation of resources and capacity for the upcoming school year in advance.

Table 27

Number of filed applications and students admitted to secondary education

| Monitored parameter Czech Rep. (according to the IIE)         | Situation in 2008/2009 | Situation in 2009/2010 | Year-on-year change in % |
|---|------------------------|------------------------|--------------------------|
| Proportion of pupils in all SSs who filed 3 applications (%)  | 46.5                   | 55.0                   | +8.5                     |
| Proportion of pupils in all SGSs who filed 3 applications (%) | 44.6                   | 62.9                   | +18.3                    |
| Proportion of pupils admitted to several SSs (%)              | 58.4                   | 64.0                   | +5.6                     |
| Proportion of pupils in SGSs admitted to several SSs (%)      | 57.1                   | 73.6                   | +16.5                    |

### Evaluation of Students' Educational Achievement in 1<sup>st</sup> Grades of Secondary Education

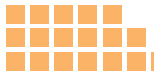
The CSI evaluated the achievement of students attending 1<sup>st</sup> grades of secondary schools. Doing this the CSI indirectly evaluated the output achievement of pupils who completed basic education and their preparedness for secondary education. The results of students who started to attend SSs worsened, but in particular the results of those attending SGSs were considerably worse than in BSs. In general, most students displayed risks that their results would be worse mainly in mathematics. In SGSs students showed worse achievement mainly in the Czech language. In both groups students had relatively the best results in the English language.

Comparisons of results on the basis of answers of pupils demonstrated that final (output) evaluations from basic schools could be influenced by the absence of educational standards and might depend only on the subjective evaluations of teachers.

Table 28

Comparisons of results from BSs and SSs according to the data provided by the students interviewed

| Classification of students interviewed at the end of 9 <sup>th</sup> grades of BSs (frequency of individual marks in percentage)         |                |              |              |              |              |              |                            |              |              |
|--|----------------|--------------|--------------|--------------|--------------|--------------|----------------------------|--------------|--------------|
| Evaluation   | Czech language |              |              | Mathematics  |              |              | Foreign language – English |              |              |
|  | SS             | SGS          | SVS          | SS           | SGS          | SVS          | SS                         | SGS          | SVS          |
| 1  | 15.2           | 43.6         | 8.3          | 19.5         | 48.5         | 12.5         | 32.1                       | 70.1         | 23.0         |
| 2  | 36.8           | 45.1         | 34.9         | 30.5         | 36.8         | 29.0         | 31.7                       | 25.0         | 33.3         |
| 3  | 34.1           | 9.8          | 39.9         | 32.8         | 12.7         | 37.6         | 26.0                       | 3.4          | 31.4         |
| 4  | 13.6           | 1.5          | 16.5         | 16.7         | 2.0          | 20.3         | 9.9                        | 1.5          | 11.9         |
| 5  | 0.3            | 0.0          | 0.4          | 0.5          | 0.0          | 0.6          | 0.4                        | 0.0          | 0.5          |
| <b>Average</b>   | <b>2.47</b>    | <b>1.69</b>  | <b>2.66</b>  | <b>2.48</b>  | <b>1.68</b>  | <b>2.67</b>  | <b>2.15</b>                | <b>1.36</b>  | <b>2.33</b>  |
| Classification of students interviewed during the 1 <sup>st</sup> term in secondary school (frequency of individual marks in percentage) |                |              |              |              |              |              |                            |              |              |
| Evaluation   | Czech language |              |              | Mathematics  |              |              | Foreign language – English |              |              |
|  | SS             | SGS          | SVS          | SS           | SGS          | SVS          | SS                         | SGS          | SVS          |
| 1  | 6.1            | 10.7         | 5.1          | 7.8          | 15.5         | 6.0          | 20.1                       | 40.8         | 15.1         |
| 2  | 32.7           | 38.3         | 31.4         | 23.9         | 29.6         | 22.5         | 32.6                       | 38.3         | 31.2         |
| 3  | 38.0           | 34.5         | 38.9         | 37.3         | 43.7         | 35.8         | 30.0                       | 18.4         | 32.8         |
| 4  | 19.6           | 14.1         | 20.9         | 26.4         | 10.2         | 30.2         | 14.8                       | 2.4          | 17.8         |
| 5  | 3.5            | 2.4          | 3.8          | 4.7          | 1.0          | 5.5          | 2.5                        | 0.0          | 3.1          |
| <b>Average</b>   | <b>2.82</b>    | <b>2.59</b>  | <b>2.87</b>  | <b>2.96</b>  | <b>2.51</b>  | <b>3.07</b>  | <b>2.47</b>                | <b>1.83</b>  | <b>2.63</b>  |
| <b>Difference between BSs and SSs</b>  | <b>-0.35</b>   | <b>-0.90</b> | <b>-0.21</b> | <b>-0.48</b> | <b>-0.83</b> | <b>-0.39</b> | <b>-0.32</b>               | <b>-0.46</b> | <b>-0.29</b> |



Teachers teaching in 1<sup>st</sup> grades of SSs stated as the main reasons for students' setbacks: insufficient knowledge attained in BSs (78.9% of teachers), poor preparation at home (59.9% of teachers) and low motivation of pupils for education (26.3% of teachers). A partial problem could also be unfamiliarity with the FEP as 47.4% of respondents stated that they were not aware of the FEP from the previous level of education. 52.6% of SSs used entrance (input) tests for their pedagogical diagnostics and the resulting division of students into groups according to their abilities. The fact that a range of schools (73.7%) implemented an induction course for newly enrolled students is positive. Problems with the adaptation of students coming from BSs are also confirmed by the highest number of students who repeat some grades in SSs during the course of their studies -37.9% of all learners who repeat grades in the Czech Republic.

### **Results of Education towards Health**

There are well developed systems of school consultancy and systems of prevention of socio-pathological phenomena in secondary education when compared with other levels of education. In secondary education systems are aimed at the prevention of smoking, abuse of alcohol and narcotic substances and minimising manifestations of bullying mainly in the fields of education completed by apprenticeship certificates. Preventive programmes were evaluated in 85.6% SGSs as being at a good level while 5% of schools were requested by the CSI to improve their programmes. In 29% of SSs students either did not use protective clothes and tools or they were not even equipped with them at all, which was the worst deficiency found in schools. 16% of schools did not ensure entrance and periodical medical checks for their students. Insufficient identification of pupils that come from socially disadvantaged environments in SEPs represented a risk for secondary education (32% of SGSs and 34% SVSs). A number of students do not know the rules and options of how to obtain the support of schools or other institutions. In 89% of the schools visited the CSI found utilisation of CCTV. The CSI pointed out the risks relating to the wear and tear of their own tools, equipment and items required for the performance of work in the case of 67% of students of those who participate in practical lessons (Sec. 190 (1) of the Labour Code).

In the past school year 10,338 school injuries were recorded in secondary schools. This number means that the injury index increased by 11% in comparison with previous years.

### **Results of the Development of Reading and Mathematical Skills in Secondary Education**

The CSI works in three year programme cycles and thus also in the past school year inspectors evaluated the development of reading and mathematical literacy. Using certain agreed indicators the CSI compared the situation in schools after three years. A conceptual objective of inspection activities is based on the results of international studies and the results gathered during inspections performed in 2007. The CSI focused on the systems of school self-evaluations and tried to find what measures had been adopted and implemented in secondary education.

### **Evaluation of Reading Literacy Development in Secondary Education**

Findings collected by the CSI demonstrated that the situation pertaining to the development of reading skills is as problematic as in basic schools and, moreover, when some monitored phenomena are taken into consideration the situation was detrimental for secondary education. Although information concerning this topic is provided in 100% of schools almost one third of head teachers and teachers said that they lacked some information on how schools should develop the reading literacy of students.



Activities leading to the development of the reading skills of students were clearly incorporated in 80% of the evaluated SEPs. More than 40% of schools have been involved in projects of testing or they use publicly accessible tests prepared by CERMAT or PISA tests for their self-evaluation. The overview below demonstrates the results of class observations performed in the school years 2006/07 and 2009/10.

Table 29

Evaluation of indicators of reading skills in SSs (the proportion of occurrence in %)

| Monitored indicator of reading skills                                    | 2006/07 | 2009/10 | Trend |
|--|---------|---------|-------|
| General understanding of texts   | 83.3    | 84.8    | +     |
| Retrieving information from texts  | 82.5    | 89.2    | +     |
| Developing an interpretation   | 69.1    | 63.4    | -     |
| Reflecting on and evaluating the content of a text                       | 80.7    | 76.2    | -     |
| Reflecting on and evaluating the form of a text                          | 63.6    | 61.3    | -     |
| Appropriateness of text selection by teachers (type, sources, diversity) | 84.2    | 86.7    | +     |
| Support for specific skills of pupils with SEN (dyslexia)                | 86.7    | 83.5    | -     |

The educational level of secondary school students has deteriorated in nearly all indicators. Documentation literacy remains good as almost 90% of students are able to retrieve simple information from texts. However, the ability to find and understand more complex information was very poor. Bearing this in mind more than 90% of SSs offered out of school activities (visits to public libraries, thematic school projects, discussions, lectures and so forth). When results are compared with those gathered in BSs then basic school pupils were better evaluated when retrieving more complex information from texts while in reflecting on and evaluating the content of a text both groups were at the same level. Despite efforts taken by teachers and the improvement of technical equipment it was clearly demonstrated that schools were able to remove such deficiencies only minimally.

### Evaluation of Support for Mathematical Literacy Development in Secondary Education

When specifying the general framework for evaluating mathematical literacy the CSI built on the definition of mathematical skills laid down in the European Reference Framework of Key Competences for Lifelong Learning, the definition of mathematical literacy for PISA and TIMSS studies as well as the content of mathematical instruction for individual levels of education in compliance with the requirements stipulated in the FEPs.

The majority of schools would like to address the development of mathematical literacy comprehensively. Provision of information to teachers has improved and wide attention is devoted to the development of mathematical skills in those branches of education where applied mathematics forms part of the school profile. The quality of the system for teaching mathematics in schools mostly relates to the quality of work carried out by authorities providing relevant guidance and the interest of school management in this issue.

Mathematics and activities aimed at developing mathematical literacy were clearly incorporated in all the evaluated SEPs and support of students with SEN has been improved. The same applies to the support provided to gifted students. Almost 36% of students in secondary education were educated in accordance with their individual education plans. Nearly 60% of schools used testing for their self-evaluation. Schools primarily participated in tests organised by CERMAT (68.3% of SSs). More than 50% of SSs used commercial tests.







Selected aspects of teaching mathematics were monitored in the framework of thematic surveys concerning the support of mathematical literacy development. Their choice was based on the results of international studies and focused on the areas in which shortcoming of Czech students were reported. Below are comparisons of the results of class observations aimed at selected aspects and held between the school years 2006/07 and 2009/10.

Table 30

## Evaluation of indicators of reading skills in SSs (the proportion of occurrence in %)

| Monitored indicator of mathematical skills | 2006/07 | 2009/10 | Trend |
|--|---------|---------|-------|
| Ability to mathematise real situations     | 39.0    | 39.2    | +     |
| Using correct terminology and symbols      | 82.0    | 84.0    | +     |
| Solving mathematical problems              | 64.0    | 68.0    | +     |
| Practical use of mathematical knowledge    | 51.0    | 58.8    | +     |
| Forming civic critical thinking            | 47.0    | 51.4    | +     |
| Support of pupils with SEN                 | 52.0    | 40.0    | -     |
| Guessing of results                        | 57.0    | 63.6    | +     |

When evaluating mathematical literacy secondary school students, like pupils in basic education, achieved the best results in numerical literacy. Motivation at the beginning of a teaching lesson (for example why the given phenomenon is being taught, where it can be used in real life situations, inclusion of the relevant phenomenon in the logical mathematical system) was seen only rarely. Students were most often motivated by the necessity to pass the school-leaving examination as successfully as possible. Students failed with regard to the mathematisation of real life situations and were not able to guess possible results in advance. As regards the teaching of mathematics the CSI recommends schools to focus mainly on forming critical thinking, solving mathematical problems and on practical use of information obtained in the lessons of mathematics.

Active self-learning and the development of competences necessary for problem solving were successfully developed in 57% of lessons (the situation was better in SGSs – 65.49%, but for SVSs these were successful only in 42.86% of cases). Not all opportunities were used when searching for different ways of problem solving, guessing results, their interpretation and the verification of estimates (seen only in 40% of observed lessons).

Interviews with teachers revealed that cooperation between teachers of mathematics and teachers of other subjects and mutual cooperation between teachers of mathematics can be seen in the vast majority of the schools visited although this is not prescribed by any regulations.

### Students Who Repeated Certain Grades

In order to evaluate the overall success of students in the course of their studies it is possible to use the proportion of students who had to repeat some grades. In the past school year in total 11,199 students repeated some of the grades in secondary education. Of this number 37.9% of students repeated the 1<sup>st</sup> grade, 25.9% of students repeated the 2<sup>nd</sup> grade, 24.5% of students had to repeat the 3<sup>rd</sup> grade, and finally there were 11.7% repeaters in the 4<sup>th</sup> grade. Results of the analysis show that the highest proportion of students repeated 1<sup>st</sup> grades, which could confirm the fact that links between the FEPs for basic and secondary education are weak or that the first choice on the education path of pupils leaving basic schools is not well based on their real abilities.



### **Evaluation of the Overall Education Achievement of Students of 3<sup>rd</sup> Grades in Secondary Education Completed by the Final Examination**

In its pilot evaluations the CSI analysed the records of results of 2,420 students eligible to take the final examination. Of the total number of monitored students 11.0% of students passed the examination with excellent results, i.e. with distinction, and 81.1% of students passed the final examination. When students who repeated the whole final examination are taken into account their failure was at the level of 0.3% of the total number of evaluated students. The proportion of unexcused absence in this group was 3.9% of the total absence of students and the behaviour of 4.5% of these students was not evaluated by the best mark on the scale for evaluating the behaviour of students.

### **Evaluation of the Overall Educational Achievement of Students of 4<sup>th</sup> Grades in Secondary Education Completed by the School-Leaving Examination**

In its pilot evaluations the CSI analysed the records of results of 3,539 students eligible to take the school-leaving examination. The CSI found that 16.4% of students passed the examination with excellent results, i.e. with distinction (38.4% of students in SGSs), and 74.6% of students passed the school-leaving examination (57.2% of students in SGSs). The proportion of students who failed the school-leaving examination on the first prescribed date was 9.1% of students (4.4% of students in SGSs). The analysis indicates that students who were permitted to resit the examination were not very successful. Of the total number of students who resat the school-leaving examination 7.5% of students in secondary education failed again and among the students of SGSs no one was successful.

## III.

### **The Quality of Conditions of Schools Involved in Secondary Education**

The CSI also evaluated the quality of conditions in secondary schools (so called institutional quality) owing to requirements arising from the Register of Schools. Inspectors primarily focused on staffing as well as on the health and safety environment in SSs.

#### **Head Teachers of Secondary Schools**

The CSI monitors how head teachers of SSs meet the demanding assignments arising from their activities under Sec. 164 of the Education Act and requirements for qualifications pursuant to Sec. 5 of the Act on Pedagogical Staff.

The proportion of fully qualified teachers is 98.8%. The average age of head teachers of SSs was 53 years, their average teaching time was 27.1 years, of which the managerial practice was 11.4 years. 36.6% of head teachers claimed active knowledge of English while 43.9% of head teachers admitted passive knowledge of the English language. The level of head teachers was repeatedly evaluated as the best among all head teachers managing schools in other levels of education. Most SSs have well established systems of self-evaluation and a range of schools also acquired certificates of quality ISO or some other certificates or some schools use at least ISO methodological procedures. Head teachers of SSs significantly improved their strategic management and leadership skills.

Head teachers were changed in 3.7% of SSs. In the past school year regions organised 53 selection interviews (tenders) to fill the position of head teacher. For more information on selection interviews divided according to regions see Table B11.

The following table demonstrates the achieved level of managerial skills and year-on-year comparisons according to the situation found by means of inspection evaluations carried out in SSs.



Table 31

## Evaluation of the level of managerial activities of secondary school head teachers

| Monitored indicator  | Frequency of achieving required status (%) |           |       |
|--|--|-----------|-------|
|  | 2008/2009                                  | 2008/2009 | Trend |
| Strategy, SEP, innovation in the content of education                              | 81.0                                       | 80.8      | -     |
| School management, meeting tasks of a head teacher                                 | 90.0                                       | 90.9      | +     |
| Creation of staffing preconditions, risk assessment                                | 83.3                                       | 91.1      | +     |
| Implementation of the results of system evaluation and of success rate of children | 88.1                                       | 94.1      | +     |
| Development of school partnerships   | 95.1                                       | 94.5      | -     |
| Active knowledge of a foreign language   | N/A  | 36.6      |       |
| Participation in projects  | 43.4                                       | 83.1      | ++    |

Head teachers have markedly improved their project management, which can be seen when results are compared with those in previous years. In the past school year the CSI evaluated 25.4% head teachers of SGSs as exemplary and the same can be said about 17.3% of head teachers of secondary technical and vocational schools.

### Evaluation of School Education Programmes in Secondary Schools

Summarised findings arising from the first evaluation of SEPs were published in the thematic report and are disclosed separately for four-year secondary general schools (see Table B7) and for other secondary schools (see Table B8).

In the school year 2009/2010 the CSI commenced checks of SEPs in four-year SGSs and in the upper grades of six- and eight-year SGSs and performed, within the first reading, evaluation of the compliance of 463 SEPs with relevant FEPs SE. Of the total number of evaluated SEPs 183 (39.5%) SEPs fully complied with the FEP for SGSs. All the monitored SGSs submitted their SEPs (in the range of 200–800 pages), the structure of which corresponded with the present FEP. However, some SEPs also encompassed a number of excessive quotations from the FEP. Secondary general schools are very successful in drawing up a profile of students who are to complete a SGS and they define their strategic priorities well. Their abilities to enter into active cooperation with partners are evaluated very positively and their profiles are, in the majority of cases, correctly focused on exceptionally gifted students. Nevertheless, it seems to be too early to indicate trends and imply conclusions on the impact of SEPs on school practice only on the basis of initial evaluations of SEPs. In their current documents schools have worked out sections such as “Organisation of Enrolment Proceedings” and “Organisation of School-Leaving Examinations” very well as they fully comply with the valid FEP and this fact is evaluated positively. Schools coped with changes relating to the admission of students and managed to tackle them both formally and in terms of organisation, although a possible risk concerning legislative amendments to the school-leaving examination can be assumed.

In the school year 2009/2010 the CSI launched inspections of SEPs pertaining to secondary technical and secondary vocational education in branches which were incorporated in the FEPs drawn up in the first wave. FEPs contain an obligation to introduce class teaching according to such programmes from the school year 2009/2010. Comparative analyses of 930 SEPs were made to compare these SEPs with FEPs SVE relevant for the given field of study. Of the total number of evaluated SEPs 250 (26.8%) of them fully conformed to the FEP SVE. With regard to technical and vocational education the CSI was involved in the development of tools for evaluating and ensuring the quality of technical and vocational education in the EU.



## School Management

With respect to school management the situation in secondary schools is more demanding than in other schools and the excessive administrative burden related to admission of pupils for studies and, of course, administering the accomplishment of studies remains a problem. Large school facilities providing education in many branches and using several forms of studies were particularly negatively affected. In addition, demands on head teachers were also increased because they were responsible for decision-making within administrative proceedings. It was positive that almost all schools made efficient use of ICT and different commercial SW for the administrative management of schools.

Secondary schools were also facing the risk caused by the parallel development of SEPs, the necessity to cope with large changes pertaining to enrolment proceedings and preparations for the reformed school-leaving examination. Nearly all schools providing education in branches completed with apprenticeship certificates at the same time had to implement changes relating to final examinations (závěrečná zkouška).

The area pertaining to partnership development is assessed as being at a very good level in SSs. Among SGSs 10% of schools were evaluated as being excellent in this area, mainly in relation to School Boards and founders, while in secondary technical and vocational schools good cooperation with economic partners from the region dominated. The CSI recommends that SSs aim especially at improving communication with parents where the highest number of incidents occurred when all levels of education are considered. 38% of secondary school head teachers and 25% of teachers evaluated cooperation with students' parents as being at a good level. As regards communication with students most complaints and suggestions filed in SSs concern the evaluation of educational achievement, the course and organisation of education in a given school.

A number of secondary schools cooperated well with school advisory centres and it can be said that 9% of SGSs and 8% of technical and vocational schools had excellent advisory systems.

Founders of secondary schools most often use their right to establish their own criteria for the evaluation of schools or they purchase, using public resources, external commercial tests for their schools. A range of SSs was actively involved in professional associations both at national and international levels or in regional projects.

## Evaluation of Secondary School Teachers

The number of teachers in SSs calculated on the basis of IIE statistical records was 46,488.8 teachers (i.e. recalculated as the number of teachers employed full time); of these the proportion of female teachers was 58.6%. The average number of students per teacher was 13.6.

The proportion of fully qualified teachers was 86.4% (a moderate increase by 0.2% of the total number of teachers). 5.5% of teachers worked in classes/groups of students with SEN, of whom the proportion of teachers who were fully qualified for such work was 51.9% (when this number is compared to the school year 2008/2009 a growth by 4.5% was recorded). Data from the visited schools and their comparisons with the data collected in previous school years are included in Table B10. The CSI found that the proportion of qualified teachers in the schools visited was 88.5% while the proportion of teachers with special qualifications for teaching students with SEN was 31.2%. 46.8% of teachers performed the work of class teachers. When individual regions are compared, the highest proportion of qualified teachers was reported from the Vysocina Region (98.6%) followed by the Olomouc Region (96.4%). On the other hand, the lowest rate of professional qualifications was ascertained in the Usti Region (84.5%).

The average age moderately dropped to 43.5 years. The average teaching time was 17.5 years. The proportion of teachers teaching less than three years was 10.5%; the



decrease in the number of teachers having practised for 35 years and more to 6.1 % of all teachers is considered to be positive.

According to the teaching time the group of teachers teaching between 6 and 10 years was the most numerous among all pedagogical staff and it was followed by the group of teachers having practiced between 16 and 20 years.

According to the findings of the CSI 97.1 % of the schools visited provided training of OHS at the required level.

Summarised data on professional qualifications and further additional findings about teachers divided according to the level of knowledge of foreign languages, ICT and the level of qualifications are to be found in Table B12.

### Availability of Experts, Specialised Teachers in Secondary Schools

The proportion of teachers with a specialisation was 78.0 % of all the teachers in the visited schools. The table below shows how individual specialisations are distributed.

Table 32

Representation of teachers with specialisations in the secondary schools visited

| Specialisations of secondary school teachers | Proportion of teachers (%) |
|--|----------------------------|
| Guidance in individual subjects              | 15.0                       |
| Guidance in the area of prevention           | 2.5                        |
| Coordinator of SEPs                          | 3.8                        |
| Educational consultancy and guidance         | 3.0                        |
| SEN teacher                                  | 1.1                        |
| Speech therapist                             | 0.8                        |
| School psychologist                          | 2.3                        |
| Other specialisation (e.g. a class teacher)  | 46.8                       |
| No specialisation                            | 22.0                       |

Additionally the CSI found that SSS could boast the best ICT equipment and the level of preparedness in the area of ICT is higher than in any other level of education as 3.4 % of teachers had achieved the level of an ICT coordinator. 39.4 % of teachers had completed extended ICT training within the further education of teachers whilst 51.7 % of teachers had participated only in basic modules of ICT training and 5.5 % of teachers form a risky group as they have not been prepared for the work with ICT. The highest proportion of teachers without any preparation for the work with ICT was recorded in the Pardubice Region (10.1 %) and in the Central Bohemian Region (8.6 %). Information literacy was evaluated as the best in the Karlovy Vary Region, where 100 % of teachers had participated in relevant training courses. The Karlovy Vary Region was followed in this area by the Moravian–Silesian Region (99.6 %).

73 % of secondary schools paid attention to the induction of new teachers and their adaptation to the school.

The proportion of secondary school teachers who were engaged in development projects was 63 % of teachers.

### Evaluation of Further Education of Secondary School Teachers

88.1 % of secondary schools were involved in, at least, one form of studies pursuant to Sec. 1 of Decree No. 317/2005 Coll. but in secondary general schools this proportion was lower (83.5 % of SGSs). The majority of schools enabled their teachers to complete their qualification requirements (74 % of SSS) or to broaden their qualifications (50.3 % of SSS). The large proportion of teachers who study a foreign language (39 %)





is appreciated. In vocational schools this proportion was even higher – 43 % of teachers.

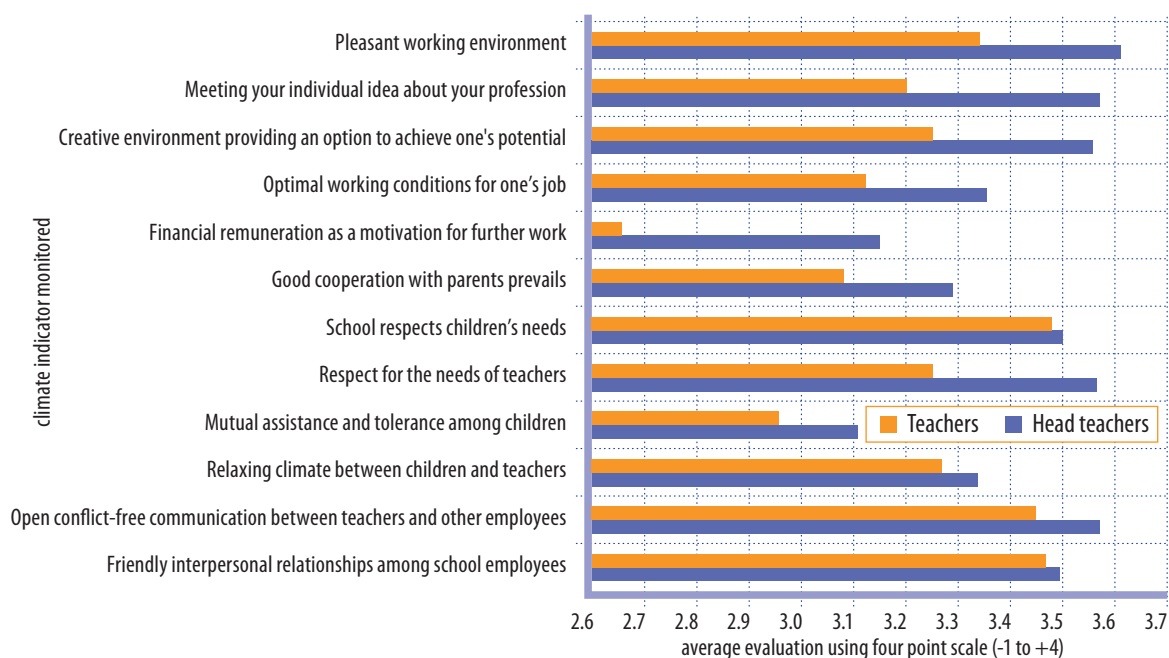
The further education of teachers was widely supported by SSs as 95.5 % of secondary school teachers were involved in at least one activity. Teachers expressed interest mainly in training courses related to the school-leaving examination and final examination, curricular reform, and ICT.

### School Climate in Secondary Schools

For more information about comparisons of results arising from evaluations of school climate at the level of the school see Table B18a. Comparisons of opinions of different groups of teachers according to the level of education are included in Table B18b.

Diagram 4

Comparisons of opinions of head teachers and teachers of the secondary schools visited at the level of selected indicators of school climate



### Development Projects in Secondary Schools

Secondary schools were extensively involved in MEYS development projects. The total number of projects implemented in schools was 1,121, which represented a year-on-year increase of 91.3% and was affected, as at other levels of education, by schools' involvement in projects aimed at increasing salaries, which are not, as a matter of fact, school projects to all intents and purposes but they directly related to recent restrictions in the state budget. The participation of SSs in global grants of the Operational Programme entitled Education for Competitiveness is high in all regions. An overview of such participation is included in Table B17. All analyses done by the CSI unambiguously confirmed that teachers and schools actively involved in development projects have the best evaluation results. 83.3 % of SSs implemented projects. In addition to development projects schools were involved in 108 international projects and 95 projects organised at the local level. Development programmes considerably affected support for the integration of Roma students in secondary education. Such programmes were implemented in 73 SSs and aimed at risky localities with high occurrence of socially disadvantaged students.



### Evaluation of Material Conditions in Secondary Education

The CSI also concentrated on the equipment of secondary schools with regard to safe and healthy conditions for educating students. Furthermore, the CSI monitored the level and availability of equipment and teaching aids relating to the support of reading literacy.

Table 33

#### Selected indicators of safe environment in secondary schools

| Monitored rooms and OHS indicators     | Frequency of compliance with regulations concerning safe conditions in education (%) |           |       |
|--|--|-----------|-------|
|  | 2008/2009  | 2009/2010 | Trend |
| Classrooms                             | 95.2   | 100.0     | +     |
| Gymnasiums                             | 88.2   | 90.3      | +     |
| Playgrounds and other spaces for games | 100.0  | 90.0      | -     |
| School canteens                        | 100.0  | 100.0     | 0     |
| Gardens                                | 83.3   | 100.0     | +     |
| Sanitary rooms and cloakrooms          | 90.5   | 95.0      | +     |
| Furniture                              | 81.0   | 80.0      | -     |
| Lighting                               | 85.7   | 94.3      | +     |
| Floor surface                          | 71.4   | 89.2      | +     |
| PT equipment                           | 94.1   | 100.0     | +     |

Areas of secondary education requiring improvement can be assumed on the basis of data included in the table above. Founders of SSs should pay attention to improving the conditions of school playgrounds and furnishing schools with suitable furniture. On the other hand gymnasiums have been substantially improved.

School libraries were at a good level in 87 % of SSs, of which 99.5 % had access to the internet. A range of secondary schools had their own multimedia centres and access to international libraries through the internet.

### Evaluation of Economic Conditions in Secondary Schools

#### Financial Prerequisites in Secondary Schools

Results of analyses and year-on-year comparisons of selected economic indicators show moderate improvement in financial prerequisites in 2009 if they are compared with those in 2008. The secondary schools visited displayed stagnation of the indicator concerning the further education of teachers when funds are recalculated per student. Such stagnation was also affected by a possibility for teachers to participate in free training courses aimed at the reform of school-leaving examinations and the offer of courses subsidised within EU projects.

Table 34

#### Evaluation of economic conditions in secondary schools visited

| Monitored indicator                                   | 2008   | 2009   | Trend |
|---|--------|--------|-------|
| Non-investment expenditure (NIE) per child (CZK)      | 65,185 | 67,380 | +     |
| Proportion of the state budgeted allocated to NIE (%) | 72.2   | 72.8   | +     |
| Further education of teachers per child (CZK)         | 990    | 953    | -     |
| Average salary of teachers (CZK)                      | 22,921 | 23,665 | +     |
| Average share of sliding salary components (%)        | 24.7   | 26.8   | +     |



A negative phenomenon was the growth in the amount used for covering overtime by 3.4 %. As regards other monitored items economic conditions moderately improved when they are compared with previous years. However, they are dependent on regional funding. The CSI found that different regions have different values of normative funding and consequently the conditions of schools with the same parameters differ. Funding of SSs is also affected by the higher number of private and church schools at this level of education and they are funded in a different way.

#### Evaluation of the Management of State Funds in Secondary Schools

In the schools visited the CSI evaluated how effectively schools used the resources and financial means provided to them from the state budget. In 2009 the share of expenditure earmarked for staff remuneration and paid from the state budget was 95.3 % of the total state budget subsidy. The proportion of NIE used for purchasing textbooks and teaching resources and for basic school aids was 1.1 % and the share of costs for education was 0.1 % of the total subsidy provided from the state budget.

For more information about shares of expenditure covered by the state budget in costs of schools according to their purpose and their year-on-year comparisons see Table B9.

## IV.

### Results of Checks in Secondary Schools

The CSI monitored how certain provisions of the Education Act and related legal regulations are respected. The most frequent violations are included in Table B19a.

In the school year 2009/2010 schools were provided in total 188 deadlines to adopt measures and to remove deficiencies, of which 76 were due to violations of the Education Act, 47 deadlines related to breaches of OHS, 52 deadlines were adopted on the basis of public-legal audits, and 13 violations related to school canteens and the provision of meals in schools.

Summarised results of OHS checks are included in Table B19d and results gathered on the basis of checks of school canteens can be found in Table B19c. Serious irregularities were found in 12 % of schools. A range of negligible deficiencies was solved together with school managements directly during inspections.

### Results of Public-Legal Audits of Using Financial Resources (Sec. 174 (2) (e) of the Education Act)

Findings of the CSI are summarised in the following overview covering the two last years.

Table 35

#### Results of public-legal audits in secondary schools

| Monitored indicator   | Situation in 2008 | Situation in 2009 |
|---|-------------------|-------------------|
| Number of checked entities  | 51                | 42                |
| Total amount of funds (CZK) from the state budget provided to checked entities                              | 1,295,403,229     | 1,122,833,547     |
| Total amount of funds (CZK) checked by the CSI  | 1,108,753,502     | 851,722,985       |
| Total amount (CZK) of detected irregularities   | 625,488           | 1,523,562         |
| Total amount (CZK) of detected irregularities per CZK 1,000 of checked funds provided from the state budget | 0.564             | 1.779             |
| Violations of budgetary discipline (CZK)  | 333,446           | 29,675            |
| Violations of budgetary discipline (CZK) per CZK 1,000 of checked funds provided from the state budget      | 0.301             | 0.035             |
| Number of suggestions for checks submitted to tax authorities   | 0                 | 0                 |
| Number of suggestions for checks submitted to regional authorities  | 4                 | 8                 |





With regard to public-legal audits secondary schools received 52 deadlines to adopt measures and to remove detected deficiencies and in total 8 suggestions concerning problems in schools were submitted to regional authorities for further investigations; problems were most frequently caused by non-compliance with legal regulations concerning drawing money on the state budget. Further results of SSs in comparison with the data from other schools are included in B16c; the most frequent errors are to be found in Table B19b.

**Results of Inspection Activities on the Basis of Suggestions, Complaints and Petitions (Sec. 174 (4) of the Education Act)**

Results of analyses of complaints and suggestions in secondary schools indicate a high satisfaction rate with the provision of education. Some incidents, which were later proved to be justified, were detected in 8.2% of SSs. In the past school year the CSI examined in total 117 complaints about SSs, but the total number of points included in such complaints was 207, of which 21.7% were assessed as justified. The most frequent problems were those concerning communication between the school and statutory representatives of pupils (parents). The whole analysis according to individual topics and types of schools is included in Table B15, where the data are compared with those of the previous year. Results demonstrate that the proportion of justified complaints is at the lowest level among all other types of schools in secondary schools.

**Overall Evaluation of Secondary Schools by the CSI in the School Year 2009/2010**

The findings gathered from all inspections and some partial analyses of secondary education concentrated on six key areas of the effectiveness of schools. The achieved level of effectiveness is based on the summary evaluation of criteria and indicators characterising the given areas. Interpretation of selected characteristic features by the CSI is based on the comparison of the situation in secondary schools with requirements of the Education Act in terms of a four point inspection scale.

Table 36

Overall evaluation of secondary schools (309 SSs)

| Key areas of evaluation                   |   | Proportion of schools in the achieved level of evaluation (%) |     |      |      |
|---|---|---|-----|------|------|
|   |   | A   | B   | C    | D    |
| <b>Results of secondary schools</b>       |   |   |     |      |      |
| K1  | Satisfaction with provision of education  | 0.7   | 6.9 | 81.8 | 10.6 |
| K2  | Results of education  | 0.7   | 6.3 | 81.1 | 11.9 |
| K3  | Results of supportive innovative and preventive programmes                            | 0.4   | 4.7 | 85.6 | 9.3  |
| <b>Prerequisites of secondary schools</b> |   |   |     |      |      |
| K4  | Adherence to legal regulations and fulfilment of formal conditions                    | 0.3   | 0.6 | 81.9 | 17.2 |
| K5  | Staffing material and financial prerequisites and effective organisation of education | 0.3   | 4.1 | 83.5 | 12.1 |
| K6  | School systems (self-evaluation, internal audit, consultancy)                         | 0.3   | 6.9 | 84.2 | 8.6  |

Key for individual levels of evaluation:

- A Situation displays high risks which can lead to the removal of a school from the Register of Schools pursuant to the provisions of Sec. 150 of the Education Act.
- B A school entity does not achieve a prescribed standard; identified risks can be corrected within the given deadline.
- C A school entity achieves, within the given criterion, a typical regional or national standard prescribed for the same type of school and school facility.
- D Activities of a school entity are in some areas above the standard or they are evaluated as an example of good practice (the scheme prepared by the Research Education Institute for examples of good practice was used).





Results of secondary general schools are included separately in Table 37.

Table 37

Overall evaluation of secondary general schools (170 SGGs)

| Key areas of evaluation                           |  | Proportion of schools in the achieved level of evaluation (%) |     |      |      |
|---|--|---|-----|------|------|
|   |  | A   | B   | C    | D    |
| <b>Results of secondary general schools</b>       |  |   |     |      |      |
| K1  | Satisfaction with provision of education   | 0.9   | 7.7 | 77.7 | 13.7 |
| K2  | Results of education   | 1.2   | 5.1 | 76.9 | 16.8 |
| K3  | Results of supportive innovative and preventive programmes                             | 0.4   | 4.7 | 85.6 | 9.3  |
| <b>Prerequisites of secondary general schools</b> |  |   |     |      |      |
| K4  | Adherence to legal regulations and fulfilment of formal conditions                     | 0.6   | 0.0 | 77.1 | 22.3 |
| K5  | Staffing, material and financial prerequisites and effective organisation of education | 0.5   | 3.6 | 81.7 | 14.2 |
| K6  | School systems (self-evaluation, internal audit, consultancy)                          | 0.6   | 6.1 | 84.2 | 9.1  |

Key for individual levels of evaluation:

- A Situation displays high risks which can lead to the removal of a school from the Register of Schools pursuant to the provisions of Sec. 150 of the Education Act.
- B A school entity does not achieve a prescribed standard; identified risks can be corrected within the given deadline.
- C A school entity achieves, within the given criterion, a typical regional or national standard prescribed for the same type of school and school facility.
- D Activities of a school entity are in some areas above the standard or they are evaluated as an example of good practice (the scheme prepared by the Research Education Institute for examples of good practice was used).







## 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 2<sup>nd</sup> 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



difficult for schools to understand them, generates an excessive administrative burden and provides only very little support to the development of the professional potential of teachers. The CSI prepared proposals for changed FEPs because their content does not correspond with the needs of practice (for example unclear terminology, multiple redundant descriptions of already proven prerequisites, material conditions, and self-evaluation). FEPs have not yet been used as binding documents for specifying amounts of funds. The link between the scope of education and a minimum or maximum number of pupils per teacher is not functional, ceilings for minimal classes are missing, and it is necessary to better define the minimal scope of education to be paid for by public funds (it does not matter whether the school strives to behave effectively, its savings go somewhere else).

### **Excessive Administration in Schools as a Consequence of the Concurrence of More Factors**

The preparatory phase and transition of schools to a new system were marked by an increase in the administrative burden of all teachers and mainly of school managements. A concurrence of a number of activities, such as the obligation to draw up new documents according to the Education Act, very demanding procedures to obtain support for innovations (both the MEYS and the ESF), changes in statistical reporting – double reporting, and impact of the Rules of Administrative Procedure on school decision-making, affected the administrative burden. In secondary education this burden was affected, besides the above factors, by changes in enrolment proceedings and delays in the reform of final examinations and school-leaving examinations.

The CSI focused on cooperation with other audit and control bodies and coordinated activities so that the burden of schools could be reduced during checks and inspections.

The CSI found that the most frequent reasons of problems of a number of schools consist in insufficient information and some teachers' distrust of changes pertaining to all age groups.

Further **desirable changes in the behaviour of schools** must be supported by specifying and completing national standards of education, including clear aims, indicators of success and required target values for all levels of evaluation. Updating and implementing the concept of a uniform common part of the school-leaving examination (state school-leaving examinations) in the spirit of the above-mentioned proposed changes is a key to the quality of schools.

**Using ICT and access of schools to the internet** brought about new opportunities for active cooperation among pupils who possess good information relating to a range of fields of education but are lacking functional literacy to find their bearings in the supply of information of different levels and the leads to concerns regarding some sources which may negatively influence their development.

Schools are lacking **a national strategy for the development of key competences in the context of lifelong learning** (in order to support reading and mathematical literacy). Results of international studies and inspiration from successful education systems are not made use of. The National Plan of Teaching Foreign Languages terminated in 2008 and a new one has not yet been developed. There is no national strategy for the monitoring system and evaluation of educational achievement in the most important points of the educational path of pupils/students. The efforts and involvement of teachers are affected neither by age nor their teaching time. The most effective motivation was the option to participate in development projects and the possibility to affect the strategies of their schools personally. A number of teachers were willing to devote their leisure time to further education and they even partially participated in financing their training courses taken within the further education of teachers. **Desirable development and**





**the career growth of teachers** must be supported by strengthening the ethical codes of schools and increased activities and the involvement of pedagogical boards and School Boards.

The CSI recommends that methodological guidance of teachers and all forms of further education of teachers be focused on the development of new competences of teachers necessary to enhance the quality of education in the following areas:

- a) skills of pedagogical diagnostics of all teachers focus on the development of self-evaluation as well as methods and tools for recognising key competences of pupils;
- b) development of didactics for different educational branches and development of procedures and methods of education with an emphasis put on practice, strengthening skills and motivation to learn;
- c) improving the information literacy of teachers (computers and costs of the internet as a working tool of teachers linked to tax relief);
- d) improving teachers' knowledge of the English language, promoting teachers' exchanges, fellowships abroad, involvement of schools in international networks, innovating methods for teaching adults English, provision of free e-learning courses.

On the basis of the findings collected the CSI will submit its suggestions for the 2011 Long-term Policy Objectives of the development of the Education System now being prepared.





## List of Abbreviations

|        |   |
|--------|---|
| BE     | basic education   |
| BS     | basic school  |
| CCTV   | closed-circuit television                                       |
| CERMAT | Centre for Evaluation of Education                              |
| Coll.  | Collection of Laws  |
| CSI    | Czech School Inspectorate                                       |
| EQAVET | European Quality Assurance in Vocational Education and Training |
| EU     | European Union  |
| FEP    | Framework Education Programme                                   |
| ICT    | Information Communication Technology/ies                        |
| IEP    | individual education plan                                       |
| IIE    | Institute for Information on Education                          |
| KG     | kindergarten  |
| MEYS   | Ministry of Education, Youth and Sports                         |
| NIE    | non-investment expenditure                                      |
| NITVE  | National Institute of Technical and Vocational Education        |
| OHS    | occupational health and safety                                  |
| PE     | pre-school education  |
| RILSA  | Research Institute for Labour and Social Affairs                |
| SE     | secondary education   |
| SEN    | special educational needs                                       |
| SEP    | school education programme                                      |
| SGS    | secondary general school (gymnázium)                            |
| SS     | secondary school  |
| STE    | secondary technical education                                   |
| STS    | secondary technical school                                      |
| SVE    | secondary vocational education                                  |
| SVS    | secondary vocational school                                     |
| SW     | software  |





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## Evaluation of Kindergartens According to the National Criteria Framework

| Criteria Framework – Kindergartens (760 evaluated KGs)                          |   | Frequency of achieved evaluation level (%) |      |      |      |
|---|---|--|------|------|------|
|   |   | 1  | 2    | 3    | 4    |
| A. Equal opportunities for education  | Equal opportunities in admission to education   | 0.1  | 1.7  | 81.9 | 16.2 |
|   | Considering educational needs of an individual learner in the course of education                                       | 0.0  | 5.1  | 81.0 | 13.9 |
|   | Equal opportunities when completing education   | 0.0  | 0.3  | 99.5 | 0.3  |
|   | School consultancy/advisory services  | 0.0  | 2.4  | 91.3 | 6.3  |
| B. School/school facility management  | School Education Programme/content of education   | 0.5  | 17.0 | 69.6 | 12.9 |
|   | Strategy and planning   | 0.1  | 10.7 | 78.8 | 10.4 |
| C. Prerequisites for proper activities of schools/school facilities             | School/school facility head teacher   | 0.3  | 11.1 | 76.0 | 12.6 |
|   | Staffing conditions   | 0.5  | 13.2 | 78.0 | 8.3  |
|   | Material and financial prerequisites  | 0.0  | 7.7  | 70.2 | 22.1 |
|   | Organisation of education   | 0.0  | 6.1  | 81.8 | 12.1 |
| D. Course of education  | Support of child personality development provided by teachers   | 0.1  | 12.0 | 79.1 | 8.8  |
|   | Evaluation of what children produce in the course of education (key competences)  | 0.1  | 4.9  | 83.0 | 12.0 |
| E. Partnerships   | Development of school/school facility partnerships  | 0.3  | 7.4  | 77.1 | 15.2 |
|   | Evaluation of support provided for the development of functional literacy (knowledge, skills and attitudes) of children | 0.0  | 7.7  | 86.0 | 6.3  |
| F. Level of key competences achieved through the educational content            | Evaluation of the level of knowledge and skills in selected subject according to the FEP                                | 0.0  | 2.2  | 84.6 | 13.2 |
|   | Success rate of children  | 0.0  | 4.0  | 88.3 | 7.8  |
| G. Children's educational achievement at the level of schools/school facilities |   |  |      |      |      |

Table B 2

## Evaluation of Basic Schools According to the National Criteria Framework

| Criteria Framework – Basic Schools (799 evaluated BSs)                       |   | Frequency of achieved evaluation level (%) |      |      |      |
|--|---|--|------|------|------|
|  |   | 1  | 2    | 3    | 4    |
| A. Equal opportunities for education   | Equal opportunities in admission to education   | 0.3  | 0.8  | 82.7 | 16.3 |
|  | Considering educational needs of an individual learner in the course of education                                     | 0.4  | 5.0  | 79.6 | 15.0 |
|  | Equal opportunities when completing education   | 0.0  | 0.3  | 99.0 | 0.8  |
|  | School consultancy/advisory services  | 0.1  | 3.7  | 81.8 | 14.4 |
| B. School/school facility management   | School Education Programme/content of education   | 0.1  | 19.0 | 71.9 | 8.9  |
|  | Strategy and planning   | 0.1  | 9.4  | 78.1 | 12.4 |
|  | School/school facility head teacher   | 0.0  | 9.1  | 77.4 | 13.5 |
| C. Prerequisites for proper activities of schools/school facilities          | Staffing conditions   | 0.0  | 8.9  | 83.9 | 7.2  |
|  | Material and financial prerequisites  | 0.0  | 5.4  | 72.3 | 22.3 |
| D. Course of education   | Organisation of education   | 0.1  | 4.7  | 86.4 | 8.8  |
|  | Support of pupil personality development provided by teachers   | 0.1  | 7.8  | 84.1 | 7.9  |
|  | Evaluation of what pupils produce in the course of education (key competences)  | 0.0  | 1.5  | 88.6 | 9.8  |
| E. Partnerships  | Development of school/school facility partnerships  | 0.0  | 5.5  | 82.7 | 11.8 |
| F. Level of key competences achieved through the educational content         | Evaluation of support provided for the development of functional literacy (knowledge, skills and attitudes) of pupils | 0.0  | 5.7  | 90.3 | 4.1  |
|  | Evaluation of the level of knowledge and skills in selected subject according to the FEP                              | 0.3  | 1.0  | 79.5 | 19.2 |
| G. Pupils' educational achievement at the level of schools/school facilities | Success rate of pupils  | 0.1  | 1.9  | 92.6 | 5.3  |



## Evaluation of Secondary General Schools According to the National Criteria Framework

| Criteria Framework – Secondary General Schools (170 evaluated SGs)             |   | Frequency of achieved evaluation level (%) |      |      |      |
|--|---|--|------|------|------|
|  |   | 1  | 2    | 3    | 4    |
| A. Equal opportunities for education   | Equal opportunities in admission to education   | 0.6  | 3.0  | 80.5 | 15.9 |
|  | Considering educational needs of an individual learner in the course of education                                       | 0.6  | 4.9  | 77.9 | 16.6 |
|  | Equal opportunities when completing education   | 0.0  | 1.4  | 98.6 | 0.0  |
|  | School consultancy/advisory services  | 0.6  | 3.1  | 83.4 | 12.9 |
| B. School/school facility management   | School Education Programme/content of education   | 1.8  | 17.9 | 66.7 | 13.7 |
|  | Strategy and planning   | 0.6  | 3.0  | 74.9 | 21.6 |
|  | School/school facility head teacher   | 0.0  | 3.6  | 71.0 | 25.4 |
| C. Prerequisites for proper activities of schools/school facilities            | Staffing conditions   | 0.0  | 3.0  | 75.4 | 21.6 |
|  | Material and financial prerequisites  | 0.0  | 6.9  | 77.5 | 15.7 |
| D. Course of education   | Organisation of education   | 0.6  | 4.2  | 86.7 | 8.4  |
|  | Support of student personality development provided by teachers   | 0.6  | 6.5  | 81.0 | 11.9 |
|  | Evaluation of what students produce in the course of education (key competences)  | 0.6  | 3.6  | 84.3 | 11.4 |
| E. Partnerships  | Development of school/school facility partnerships  | 1.0  | 10.5 | 78.1 | 10.5 |
| F. Level of key competences achieved through the educational content           | Evaluation of support provided for the development of functional literacy (knowledge, skills and attitudes) of students | 0.6  | 9.1  | 84.8 | 5.5  |
|  | Evaluation of the level of knowledge and skills in selected subject according to the FEP                                | 0.6  | 2.5  | 70.4 | 26.5 |
| G. Students' educational achievement at the level of schools/school facilities | Success rate of students  | 0.6  | 2.4  | 89.8 | 7.2  |

**Table B 3b**
**Evaluation of Secondary Technical/Vocational Schools According to the National Criteria Framework**

| <b>Criteria Framework – Secondary Technical/Vocational Schools (139 evaluated schools)</b> |   | <b>Frequency of achieved evaluation level (%)</b> |          |          |          |
|--|---|---|----------|----------|----------|
|  |   | <b>1</b>  | <b>2</b> | <b>3</b> | <b>4</b> |
| <b>A. Equal opportunities for education</b>  | Equal opportunities in admission to education   | 0.0   | 1.4      | 88.5     | 10.1     |
|  | Considering educational needs of an individual learner in the course of education                                       | 0.7   | 5.0      | 81.3     | 12.9     |
|  | Equal opportunities when completing education   | 0.0   | 3.7      | 96.3     | 0.0      |
|  | School consultancy/advisory services  | 0.0   | 5.0      | 79.9     | 15.1     |
| <b>B. School/school facility management</b>  | School Education Programme/content of education   | 0.7   | 16.1     | 79.6     | 3.6      |
|  | Strategy and planning   | 0.0   | 5.7      | 75.7     | 18.6     |
|  | School/school facility head teacher   | 0.0   | 5.0      | 77.7     | 17.3     |
| <b>C. Prerequisites for proper activities of schools/school facilities</b>                 | Staffing conditions   | 0.0   | 7.9      | 85.6     | 6.5      |
|  | Material and financial prerequisites  | 2.3   | 6.8      | 72.7     | 18.2     |
|  | Organisation of education   | 0.0   | 1.4      | 84.1     | 14.5     |
| <b>D. Course of education</b>  | Support of student personality development provided by teachers   | 0.0   | 8.7      | 85.5     | 5.8      |
|  | Evaluation of what students produce in the course of education (key competences)  | 0.0   | 3.6      | 89.9     | 6.5      |
| <b>E. Partnerships</b>   | Development of school/school facility partnerships  | 0.0   | 13.3     | 84.4     | 2.2      |
| <b>F. Level of key competences achieved through the educational content</b>                | Evaluation of support provided for the development of functional literacy (knowledge, skills and attitudes) of students | 0.0   | 10.9     | 88.4     | 0.7      |
|  | Evaluation of the level of knowledge and skills in selected subject according to the FEP                                | 0.0   | 0.7      | 68.1     | 31.2     |
| <b>G. Students' educational achievement at the level of schools/school facilities</b>      | Success rate of students  | 0.0   | 5.8      | 94.2     | 0.0      |

**Table B 4**
**Evaluation of SEP Compliance with the FEP for Kindergartens**

| <b>Compliance of SEP with the FEP PE – kindergartens</b> |   | <b>2009/2010<br/>1,493 SEPs</b> |             | <b>2007–2010<br/>2,947 SEPs</b> |             |
|--|---|---------------------------------|-------------|---------------------------------|-------------|
| <b>Area of evaluation</b>                                | <b>Monitored indicator</b>  | <b>none</b>                     | <b>full</b> | <b>none</b>                     | <b>full</b> |
| Identification data                                      | SEP name  | 16.6                            | 83.4        | 10.9                            | 89.1        |
|  | Name and location of the school   | 6.7                             | 93.3        | 6.4                             | 93.6        |
|  | Name of the head teacher  | 7.4                             | 92.6        | 7.4                             | 92.6        |
|  | Founder   | 10.0                            | 90.0        | 10.6                            | 89.4        |
|  | Document valid from   | 13.5                            | 86.5        | 15.0                            | 85.0        |
|  | Reference number – assigned   | -                               | -           | 77.8                            | 22.2        |
|  | <b>Overall evaluation of criterion</b>  |                                 | <b>24.0</b> | <b>76.0</b>                     | <b>28.6</b> |
| Description of the school in the SEP                     | School size, number of classes  | 5.0                             | 95.0        | 7.0                             | 93.0        |
|  | Premises description, school environment  | 12.9                            | 87.1        | 13.8                            | 86.2        |
|  | <b>Overall evaluation of criterion</b>  | <b>12.7</b>                     | <b>87.3</b> | <b>16.6</b>                     | <b>83.4</b> |
| Conditions for education                                 | Conditions in school premises and school equipment  | 22.5                            | 77.5        | 22.5                            | 77.5        |
|  | Nutrition   | 23.5                            | 76.5        | 23.3                            | 76.7        |
|  | Psychosocial conditions   | 24.7                            | 75.3        | 24.1                            | 75.9        |
|  | Organisation of school operations   | 28.8                            | 71.2        | 29.8                            | 70.2        |
|  | School management   | 40.9                            | 59.1        | 43.9                            | 56.1        |
|  | Staffing  | 31.1                            | 68.9        | 31.2                            | 68.8        |
|  | Participation of parents  | 24.4                            | 75.6        | 24.2                            | 75.8        |
|  | <b>Overall evaluation of criterion</b>  | <b>42.2</b>                     | <b>57.8</b> | <b>50.6</b>                     | <b>49.4</b> |
| Organisation of education                                | Internal arrangement of the school and individual classes   | 18.2                            | 81.8        | 22.0                            | 78.0        |
|  | Description of individual classes   | 23.7                            | 76.3        | 33.2                            | 66.8        |
|  | <b>Overall evaluation of criterion</b>  | <b>25.0</b>                     | <b>75.0</b> | <b>35.4</b>                     | <b>64.6</b> |
| SEP description  | Objectives and goals of education, school philosophy  | 9.0                             | 91.0        | 10.8                            | 89.2        |
|  | Forms and methods of education, means for meeting objectives  | 25.6                            | 74.4        | 29.1                            | 70.9        |
|  | <b>Overall evaluation of criterion</b>  | <b>23.7</b>                     | <b>76.3</b> | <b>31.4</b>                     | <b>68.6</b> |
| Content of education                                     | Drawn up in the form of comprehensive blocks (integrated blocks)  | 30.9                            | 69.1        | 32.8                            | 67.2        |
|  | IBs (projects) include fields of education  | 26.7                            | 73.3        | 28.2                            | 71.8        |
|  | IBs (projects) encompass descriptions of main aims and objectives   | 31.8                            | 68.2        | 37.3                            | 62.7        |
|  | IBs (projects) encompass areas of activities and expected outcomes  | 43.0                            | 57.0        | 47.6                            | 52.4        |
|  | IBs (projects) provide children with enough interesting and diversified opportunities for education and are sufficiently stimulating                        | 26.9                            | 73.1        | 29.5                            | 70.5        |
|  | IBs content is appropriate for the children's age, development level and experience, and is based on children's needs and situations they are familiar with | 21.4                            | 78.6        | 23.7                            | 76.3        |
|  | It is obvious how IBs will be used  | 37.5                            | 62.5        | 43.4                            | 56.6        |
|  | <b>Overall evaluation of criterion</b>  | <b>48.8</b>                     | <b>51.2</b> | <b>57.1</b>                     | <b>42.9</b> |
| Evaluation system  | Its description clearly shows that the system is comprehensive  | 35.7                            | 64.3        | 40.5                            | 59.5        |
|  | Evaluation is described as an ongoing process leading to quality enhancement  | 25.6                            | 74.4        | 30.5                            | 69.5        |
|  | Individual areas are clearly described  | 29.7                            | 70.3        | 35.4                            | 64.6        |
|  | Evaluation tools are clearly described  | 29.9                            | 70.1        | 36.2                            | 63.8        |
|  | Schedule is specified   | 32.1                            | 67.9        | 39.2                            | 60.8        |
|  | Accountabilities of stakeholders are specified  | 36.4                            | 63.6        | 42.5                            | 57.5        |
|  | It encompasses monitoring of educational progress made by children  | 17.6                            | 82.4        | 19.7                            | 80.3        |
|  | <b>Overall evaluation of criterion</b>  | <b>41.8</b>                     | <b>58.2</b> | <b>51.9</b>                     | <b>48.1</b> |
| <b>Overall evaluation of SEP compliance with the FEP</b> |   | <b>71.5</b>                     | <b>28.5</b> | <b>68.2</b>                     | <b>31.8</b> |

**Table B 5**
**Evaluation of SEP Compliance with the FEP for Basic Schools**

| <b>Compliance of SEP with the FEP BE – basic schools</b> |   | <b>2009/2010<br/>1,509 SEPs</b> |             | <b>2007–2010<br/>3,368 SEPs</b> |             |
|--|---|---------------------------------|-------------|---------------------------------|-------------|
| <b>Area of evaluation</b>                                | <b>Monitored indicator</b>  | <b>none</b>                     | <b>full</b> | <b>none</b>                     | <b>full</b> |
| Identification data                                      | SEP name  | 8.2                             | 91.8        | 8.2                             | 91.8        |
|  | Submitting party  | 4.1                             | 95.9        | 4.6                             | 95.4        |
|  | Founder   | 8.0                             | 92.0        | 8.0                             | 92.0        |
|  | Document valid from   | 5.8                             | 94.2        | 5.6                             | 94.4        |
|  | Reference number – assigned   | -                               | -           | 75.8                            | 24.2        |
|  | <b>Overall evaluation of criterion</b>  | <b>16.7</b>                     | <b>83.3</b> | <b>16.4</b>                     | <b>83.6</b> |
| Description of the school in the SEP                     | Completeness and site of the school   | 5.0                             | 95.0        | 5.9                             | 94.1        |
|  | School equipment  | 8.1                             | 91.9        | 9.5                             | 90.5        |
|  | Description of pedagogical staff  | 10.6                            | 89.4        | 12.4                            | 87.6        |
|  | Long-term projects and international cooperation  | 25.6                            | 74.4        | 32.4                            | 67.6        |
|  | Cooperation with parents and other stakeholders   | 8.6                             | 91.4        | 11.2                            | 88.8        |
|  | <b>Overall evaluation of criterion</b>  | <b>26.7</b>                     | <b>73.3</b> | <b>36.5</b>                     | <b>63.5</b> |
| SEP description  | Focus of the school   | 2.3                             | 97.7        | 3.0                             | 97.0        |
|  | Educational and training strategies   | 8.1                             | 91.9        | 9.8                             | 90.2        |
|  | Assurance of instruction of pupils with SEN   | 27.8                            | 72.2        | 31.5                            | 68.5        |
|  | pupils with disabilities  | 20.9                            | 79.1        | 19.3                            | 80.7        |
|  | pupils with health impairment   | 29.0                            | 71.0        | 30.7                            | 69.3        |
|  | socially disadvantaged pupils   | 33.4                            | 66.6        | 41.4                            | 58.6        |
|  | for exceptionally gifted pupils   | 10.1                            | 89.9        | 14.2                            | 85.8        |
|  | Cross-cutting topics  | 14.0                            | 86.0        | 16.5                            | 83.5        |
| <b>Overall evaluation of criterion</b>                   | <b>39.0</b>   | <b>61.0</b>                     | <b>48.9</b> | <b>51.1</b>                     |             |
| Curriculum   | Compliance of teaching hours allotment with the FEP for the elementary level            | 21.3                            | 78.7        | 20.7                            | 79.3        |
|  | Compliance of teaching hours allotment with the FEP for the 2nd level of BE             | 13.9                            | 86.1        | 18.4                            | 81.6        |
|  | Notes on the curriculum   | 24.6                            | 75.4        | 31.5                            | 68.5        |
|  | <b>Overall evaluation of criterion</b>  | <b>34.6</b>                     | <b>65.4</b> | <b>40.4</b>                     | <b>59.6</b> |
| Syllabus   | Names and description of school subjects  | 17.5                            | 82.5        | 21.7                            | 78.3        |
|  | Definitions of the content, time allotment and organisation                             | 21.5                            | 78.5        | 22.5                            | 77.5        |
|  | Educational and training strategies   | 17.3                            | 82.7        | 23.6                            | 76.4        |
|  | Education content of individual subjects  | 18.4                            | 81.6        | 25.9                            | 74.1        |
|  | Compliance of expected SEP outcomes with the FEP  | 16.9                            | 83.1        | 19.3                            | 80.7        |
|  | Further elaboration of syllabus contained in the FEP                                    | 17.1                            | 82.9        | 19.3                            | 80.7        |
|  | Cross-cutting topics – specification of topics and activities                           | 24.4                            | 75.6        | 31.0                            | 69.0        |
| <b>Overall evaluation of criterion</b>                   | <b>37.6</b>   | <b>62.4</b>                     | <b>44.9</b> | <b>55.1</b>                     |             |
| Rules for evaluation of pupils                           | Methods of evaluation of pupils   | 14.3                            | 85.7        | 16.7                            | 83.3        |
|  | Evaluation criteria   | 21.0                            | 79.0        | 24.6                            | 75.4        |
|  | Rules for evaluation of pupils are integral parts of the SEP and comply with the FEP BE | 23.1                            | 76.9        | 29.5                            | 70.5        |
|  | <b>Overall evaluation of criterion</b>  | <b>28.4</b>                     | <b>71.6</b> | <b>34.8</b>                     | <b>65.2</b> |
| School self-evaluation                                   | Self-evaluation areas   | 17.2                            | 82.8        | 16.2                            | 83.8        |
|  | Self-evaluation objectives  | 22.2                            | 77.8        | 25.4                            | 74.6        |
|  | Self-evaluation criteria  | 28.9                            | 71.1        | 32.6                            | 67.4        |
|  | Self-evaluation tools   | 15.4                            | 84.6        | 17.5                            | 82.5        |
|  | Self-evaluation schedule  | 24.0                            | 76.0        | 27.4                            | 72.6        |
|  | <b>Overall evaluation of criterion</b>  | <b>33.4</b>                     | <b>66.6</b> | <b>40.5</b>                     | <b>59.5</b> |
| <b>Overall evaluation of SEP compliance with the FEP</b> |   | <b>68.5</b>                     | <b>31.5</b> | <b>70.6</b>                     | <b>29.4</b> |

**Table B 6**
**Evaluation of SEP Compliance with the FEP for Lower Grades of Six- and Eight-year Secondary General Schools**

| <b>Compliance of SEP with the FEP BE – Lower Grades of Six- and Eight-year SGSs</b> |   | <b>2009/2010<br/>53 SEPs</b> |             | <b>2007–2010<br/>245 SEPs</b> |             |
|---|---|------------------------------|-------------|-------------------------------|-------------|
| <b>Area of evaluation</b>   | <b>Monitored indicator</b>  | <b>none</b>                  | <b>full</b> | <b>none</b>                   | <b>full</b> |
| Identification data   | SEP name  | 17.0                         | 83.0        | 16.8                          | 83.2        |
|   | Submitting party  | 0.0                          | 100.0       | 0.0                           | 100.0       |
|   | Founder   | 3.8                          | 96.2        | 5.8                           | 94.2        |
|   | Document valid from   | 0.0                          | 100.0       | 0.8                           | 99.2        |
|   | Reference number – assigned   | -                            | -           | 80.3                          | 19.7        |
|   | <b>Overall evaluation of criterion</b>  |                              | <b>18.8</b> | <b>81.2</b>                   | <b>27.6</b> |
| Description of the school in the SEP  | Completeness and site of the school   | 5.7                          | 94.3        | 9.8                           | 90.2        |
|   | School equipment  | 15.1                         | 84.9        | 15.1                          | 84.9        |
|   | Description of pedagogical staff  | 13.2                         | 86.8        | 13.9                          | 86.1        |
|   | Long-term projects and international cooperation  | 9.4                          | 90.6        | 14.3                          | 85.7        |
|   | Cooperation with parents and other stakeholders   | 7.5                          | 92.5        | 9.0                           | 91.0        |
|   | <b>Overall evaluation of criterion</b>  |                              | <b>27.1</b> | <b>72.9</b>                   | <b>33.1</b> |
| SEP description   | Focus of the school   | 1.9                          | 98.1        | 1.6                           | 98.4        |
|   | Educational and training strategies   | 5.7                          | 94.3        | 6.5                           | 93.5        |
|   | Assurance of instruction of pupils with SEN   | 49.1                         | 50.9        | 37.1                          | 62.9        |
|   | pupils with disabilities  | 26.4                         | 73.6        | 23.5                          | 76.5        |
|   | pupils with health impairment   | 35.8                         | 64.2        | 27.3                          | 72.7        |
|   | socially disadvantaged pupils   | 52.8                         | 47.2        | 50.2                          | 49.8        |
|   | for exceptionally gifted pupils   | 11.3                         | 88.7        | 14.7                          | 85.3        |
|   | Cross-cutting topics  | 5.7                          | 94.3        | 11.4                          | 88.6        |
|   | Profile of a school-leaver  | 4.9                          | 95.1        | 5.4                           | 94.6        |
|   | Organisation of enrolment proceedings   | 10.1                         | 89.9        | 10.38                         | 89.62       |
|   | Organisation of the school-leaving examination  | 29.2                         | 70.8        | 29.29                         | 70.71       |
|   | <b>Overall evaluation of criterion</b>  |                              | <b>53.1</b> | <b>46.9</b>                   | <b>59.1</b> |
| Curriculum  | Compliance of teaching hours allotment with the FEP for lower grades                    | 24.5                         | 75.5        | 22.0                          | 78.0        |
|   | Notes on the curriculum   | 20.8                         | 79.2        | 26.5                          | 73.5        |
|   | <b>Overall evaluation of criterion</b>  | <b>34.4</b>                  | <b>65.6</b> | <b>35.2</b>                   | <b>64.8</b> |
| Syllabus  | Names and descriptions of school subjects   | 22.6                         | 77.4        | 20.1                          | 79.9        |
|   | Definitions of the content, time allotment and organisation                             | 20.8                         | 79.2        | 17.1                          | 82.9        |
|   | Educational and training strategies   | 17.0                         | 83.0        | 21.4                          | 78.6        |
|   | Education content of individual subjects  | 35.8                         | 64.2        | 29.1                          | 70.9        |
|   | Compliance of expected SEP outcomes with the FEP  | 28.3                         | 71.7        | 21.3                          | 78.7        |
|   | Further elaboration of syllabus contained in the FEP                                    | 17.0                         | 83.0        | 17.7                          | 82.3        |
|   | Cross-cutting topics – specification of topics and activities                           | 30.2                         | 69.8        | 26.6                          | 73.4        |
|   | <b>Overall evaluation of criterion</b>  | <b>42.7</b>                  | <b>57.3</b> | <b>41.9</b>                   | <b>58.1</b> |
| Rules for evaluations of pupils   | Methods of evaluation of pupils   | 22.6                         | 77.4        | 14.5                          | 85.5        |
|   | Evaluation criteria   | 22.6                         | 77.4        | 16.9                          | 83.1        |
|   | Rules for evaluation of pupils are integral parts of the SEP and comply with the FEP BE | 22.6                         | 77.4        | 27.6                          | 72.4        |
|   | <b>Overall evaluation of criterion</b>  | <b>31.3</b>                  | <b>68.7</b> | <b>31.7</b>                   | <b>68.3</b> |
| School self-evaluation  | Self-evaluation areas   | 11.3                         | 88.7        | 8.9                           | 91.1        |
|   | Self-evaluation objectives  | 9.4                          | 90.6        | 14.3                          | 85.7        |
|   | Self-evaluation criteria  | 17.0                         | 83.0        | 20.8                          | 79.2        |
|   | Self-evaluation tools   | 1.9                          | 98.1        | 9.4                           | 90.6        |
|   | Self-evaluation schedule  | 18.9                         | 81.1        | 20.1                          | 79.9        |
|   | <b>Overall evaluation of criterion</b>  | <b>28.1</b>                  | <b>71.9</b> | <b>29.1</b>                   | <b>70.9</b> |
| <b>Overall evaluation of SEP compliance with the FEP</b>                            |   | <b>69.9</b>                  | <b>30.1</b> | <b>59.2</b>                   | <b>40.8</b> |



Table B 7

## Evaluation of SEP Compliance with the FEP for Four-year Secondary General Schools and Upper Grades of Six- and Eight-year Secondary General Schools

| Compliance of SEP with the FEP SE – Four-year and Six- and Eight-year SGSs (upper grades)        |  | 2009/2010<br>463 SEPs  |             |      |
|--|--|--|-------------|------|
| Area of evaluation   | Monitored indicator  | none   | full        |      |
| Identification data  | SEP name   | 8.6  | 91.4        |      |
|  | Education programme  | 6.0  | 94.0        |      |
|  | Submitting party   | 1.9  | 98.1        |      |
|  | Founder  | 4.3  | 95.7        |      |
|  | Document valid from  | 0.9  | 99.1        |      |
|  | <b>Overall evaluation of criterion</b>   | <b>14.1</b>  | <b>85.9</b> |      |
| Description of the school in the SEP   | Completeness and site of the school  | 3.0  | 97.0        |      |
|  | School equipment   | 7.8  | 92.2        |      |
|  | Description of pedagogical staff   | 5.6  | 94.4        |      |
|  | Long-term projects and international cooperation                                     | 5.0  | 95.0        |      |
|  | Cooperation with parents and other stakeholders                                      | 5.0  | 95.0        |      |
|  | <b>Overall evaluation of criterion</b>   | <b>11.2</b>  | <b>88.8</b> |      |
| SEP description  | Focus of the school  | 2.2  | 97.8        |      |
|  | Educational and training strategies  | 8.0  | 92.0        |      |
|  | Assurance of instruction of pupils with SEN  | 26.1   | 73.9        |      |
|  | pupils with disabilities   | 19.7   | 80.3        |      |
|  | pupils with health impairment  | 25.1   | 74.9        |      |
|  | socially disadvantaged pupils  | 31.5   | 68.5        |      |
|  | for exceptionally gifted pupils  | 5.2  | 94.8        |      |
|  | Cross-cutting topics   | 8.9  | 91.1        |      |
|  | Profile of a school-leaver   | 2.2  | 97.8        |      |
|  | Organisation of enrolment proceedings  | 7.6  | 92.4        |      |
|  | Organisation of the school-leaving examination                                       | 10.6   | 89.4        |      |
|  | <b>Overall evaluation of criterion</b>   | <b>35.1</b>  | <b>64.9</b> |      |
|  | Curriculum   | Compliance of teaching hours allotment with the FEP for 1st – 4th of eight-year SGSs | 1.7         | 98.3 |
|  |  | Compliance of teaching hours allotment with the FEP for 1st – 2nd of six-year SGSs   | 1.7         | 98.3 |
| Compliance of teaching hours allotment with the FEP SGSs   |  | 12.7   | 87.3        |      |
| Notes on the curriculum  |  | 23.8   | 76.2        |      |
| Available time allotment used in compliance with FEP recommendations and the focus of the school |  | 6.3  | 93.7        |      |
| <b>Overall evaluation of criterion</b>   |  | <b>27.1</b>  | <b>72.9</b> |      |
| Syllabus   | Names and descriptions of school subjects  | 12.3   | 87.7        |      |
|  | Definitions of the content, time allotment and organisation                          | 14.7   | 85.3        |      |
|  | Educational and training strategies  | 14.7   | 85.3        |      |
|  | Education content of individual subjects   | 26.8   | 73.2        |      |
|  | Compliance of expected SEP outcomes with the FEP                                     | 19.4   | 80.6        |      |
|  | Further elaboration of syllabus contained in the FEP                                 | 17.1   | 82.9        |      |
|  | Cross-cutting topics – specification of topics and activities                        | 19.0   | 81.0        |      |
|  | Key competences – specification and distribution in fields of education and subjects | 9.5  | 90.5        |      |
|  | <b>Overall evaluation of criterion</b>   | <b>36.0</b>  | <b>64.0</b> |      |
| Rules for evaluations of pupils  | Methods of evaluation of pupils  | 12.3   | 87.7        |      |
|  | Evaluation criteria  | 14.5   | 85.5        |      |
|  | <b>Overall evaluation of criterion</b>   | <b>14.9</b>  | <b>85.1</b> |      |

| <b>Compliance of SEP with the FEP SE – Four-year and Six- and Eight-year SGSs (upper grades)</b> |  | <b>2009/2010<br/>463 SEPs</b> |             |
|--|--|-------------------------------|-------------|
| <b>Area of evaluation</b>  | <b>Monitored indicator</b>             | <b>none</b>                   | <b>full</b> |
| School self-evaluation   | Self-evaluation areas                  | 8.4                           | 91.6        |
|  | Self-evaluation objectives             | 13.6                          | 86.4        |
|  | Self-evaluation criteria               | 16.0                          | 84.0        |
|  | Self-evaluation tools                  | 7.1                           | 92.9        |
|  | Self-evaluation schedule               | 14.5                          | 85.5        |
|  | <b>Overall evaluation of criterion</b> | <b>21.3</b>                   | <b>78.7</b> |
| <b>Overall evaluation of SEP compliance with the FEP</b>   |  | <b>60.5</b>                   | <b>39.5</b> |

**Table B 8**
**Evaluation of SEP Compliance with the FEP for Fields of Education in Secondary Vocational Schools**

| <b>Compliance of the SEP with the FEP VE (930 evaluated SEPs for 80 fields of education in SVSs)</b> |  | <b>2009/2010<br/>930 SEPs</b> |             |
|--|--|-------------------------------|-------------|
| <b>Area of evaluation</b>  | <b>Monitored indicator</b>   | <b>none</b>                   | <b>full</b> |
| Identification data  | Name and address of the school, founder  | 12.4                          | 87.6        |
|  | SEP name   | 3.7                           | 96.3        |
|  | Code and name of the field of education  | 5.2                           | 94.8        |
|  | Level of provided education  | 8.2                           | 91.8        |
|  | Duration and form of education   | 6.9                           | 93.1        |
|  | SEP valid from   | 3.7                           | 96.3        |
|  | <b>Overall evaluation of criterion</b>   |                               | <b>15.6</b> |
| Profile of a school-leaver   | Ability of school-leavers to compete in the labour market  | 1.1                           | 98.9        |
|  | Expected competences of a school-leaver  | 4.9                           | 95.1        |
|  | Method of completing education and the achieved level of education   | 9.9                           | 90.1        |
|  | <b>Overall evaluation of criterion</b>   |                               | <b>11.2</b> |
| SEP description  | Description of the overall concept of SEP  | 3.4                           | 96.6        |
|  | Organisation of class instruction  | 5.6                           | 94.4        |
|  | Implementation of practical instruction  | 13.1                          | 86.9        |
|  | Implementation of key competences  | 19.1                          | 80.9        |
|  | Implementation of cross-cutting topics   | 16.9                          | 83.1        |
|  | Implementation of further and out of school activities supporting the objectives of the school                 | 14.5                          | 85.5        |
|  | Methods and criteria for evaluations of pupils   | 23.2                          | 76.8        |
|  | Conditions of admission to education   | 12.5                          | 87.5        |
|  | Description of the content and form of final examination or the profile part of the school-leaving examination | 20.9                          | 79.1        |
|  | Optional examination of the common part of the school-leaving examination                                      | 11.6                          | 88.4        |
|  | Assurance of instruction of pupils with individual education plans (only daily students)                       | 26.8                          | 73.2        |
|  | pupils with disabilities   | 24.8                          | 75.2        |
|  | pupils with health impairment  | 26.5                          | 73.5        |
|  | socially disadvantaged pupils  | 34.2                          | 65.8        |
|  | for exceptionally gifted pupils (only daily students)  | 26.5                          | 73.5        |
| <b>Overall evaluation of criterion</b>   |  | <b>45.8</b>                   | <b>54.2</b> |
| Form of education – daily attendance   | Table of school subjects/modules   | 12.0                          | 88.0        |
|  | Degree of obligatory nature of subjects/modules (compulsory, optional, voluntary optional)                     | 12.7                          | 87.3        |
|  | Form and share of practical instruction  | 12.6                          | 87.4        |
|  | Adherence to prescribed allotment of teaching hours  | 10.5                          | 89.5        |
|  | Distribution of weeks in the school year   | 12.6                          | 87.4        |
|  | Notes on the curriculum  | 22.9                          | 77.1        |
|  | <b>Overall evaluation of criterion</b>   |                               | <b>32.7</b> |
| Elaboration of the content of education included in the FEP  | Overview of elaboration of educational content of the FEP in the SEP   | 19.4                          | 80.6        |
|  | <b>Overall evaluation of criterion</b>   |                               | <b>17.9</b> |

| Compliance of the SEP with the FEP VE (930 evaluated SEPs for 80 fields of education in SVSs) |  | 2009/2010<br>930 SEPs |             |
|---|--|-----------------------|-------------|
| Area of evaluation  | Monitored indicator  | none                  | full        |
| Syllabus  | Compliance of names of subjects with the curriculum  | 12.8                  | 87.2        |
|   | Compliance of teaching hours allotment with the curriculum   | 16.2                  | 83.8        |
|   | Description of aims and the pedagogical concept of subjects  | 5.7                   | 94.3        |
|   | Benefits for acquiring key competences, implementation of cross-cutting subjects and inter-subject relations       | 12.9                  | 87.1        |
|   | Description of methods and forms of instruction preferred in individual subjects and methods of pupils' evaluation | 10.0                  | 90.0        |
|   | Expected education outcomes  | 7.2                   | 92.8        |
|   | Content of education (content of instruction)  | 14.6                  | 85.4        |
|   | Distribution in individual grades  | 6.7                   | 93.3        |
|   | Education modules encompass all components stipulated in the FEP   | 1.1                   | 98.9        |
|   | <b>Overall evaluation of criterion</b>   |                       | <b>31.7</b> |
| Description of assurance of class instruction in the SEP                                      | Premises and equipment   | 10.4                  | 89.6        |
|   | Staffing   | 14.5                  | 85.5        |
|   | Overall evaluation of criterion  | 12.6                  | 87.4        |
| Description of cooperation with partners  | Description of cooperation with social partners in SEP implementation  | 11.5                  | 88.5        |
|   | <b>Overall evaluation of criterion</b>   | <b>8.9</b>            | <b>91.1</b> |
| <b>Overall evaluation of SEP compliance with the FEP</b>                                      |  | <b>73.2</b>           | <b>26.8</b> |

**Table B.9**
**Shares of State Budget Expenditure in Costs of School According to Their Purposes and Year-on-Year Comparisons**

| Monitored indicator   | 2008              |  | 2009              |  | Trend | 2008             |                  | 2009  |                  | Trend             | 2008          |                   | 2009              |   | Trend |                   |  |       |  |
|---|-------------------|--|-------------------|--|-------|------------------|------------------|-------|------------------|-------------------|---------------|-------------------|-------------------|---|-------|-------------------|--|-------|--|
|   | Czech Republic    |  | Total             |  |       | Kindergartens    |                  | Total |                  |                   | Basic schools |                   | Total             |   |       | Secondary schools |  | Total |  |
|   | Total             |  | Total             |  |       | Total            |                  | Total |                  |                   | Total         |                   | Total             |   |       | Total             |  |       |  |
| Total costs   | 50,009,048        |  | 52,326,164        |  | +     | 4,772,476        | 5,124,170        | +     | 13,519,569       | 14,115,329        | +             | 31,717,003        | 33,086,664        | + |       |                   |  |       |  |
| State budget subsidies (333)  | 35,925,490        |  | 38,027,039        |  | +     | 3,184,021        | 3,497,121        | +     | 9,841,999        | 10,483,344        | +             | 22,899,469        | 24,046,574        | + |       |                   |  |       |  |
| Other resources   | 14,081,567        |  | 14,299,125        |  | +     | 1,586,464        | 1,627,050        | +     | 3,677,570        | 3,631,985         | -             | 8,817,534         | 9,040,090         | + |       |                   |  |       |  |
| Total staff costs   | 35,373,619        |  | 37,536,968        |  | +     | 3,180,292        | 3,480,480        | +     | 9,669,463        | 10,265,544        | +             | 22,523,864        | 23,790,945        | + |       |                   |  |       |  |
| <b>Staff costs covered by the state budget</b>  | <b>34,118,237</b> |  | <b>36,323,465</b> |  | +     | <b>3,108,400</b> | <b>3,382,543</b> | +     | <b>9,475,870</b> | <b>10,029,731</b> | +             | <b>21,533,967</b> | <b>22,911,190</b> | + |       |                   |  |       |  |
| in total staff costs  | 0.965             |  | 0.968             |  | +     | 0.977            | 0.972            | -     | 0.980            | 0.977             | -             | 0.956             | 0.963             | + |       |                   |  |       |  |
| Proportion of staff costs covered by the state budget   | 0.950             |  | 0.955             |  | +     | 0.976            | 0.967            | -     | 0.963            | 0.957             | -             | 0.940             | 0.953             | + |       |                   |  |       |  |
| in total costs  | 0.682             |  | 0.694             |  | +     | 0.651            | 0.660            | +     | 0.701            | 0.711             | +             | 0.679             | 0.692             | + |       |                   |  |       |  |
| NIE – textbooks and teaching texts, teaching aids, basic learning requisites – TOTAL                                    | 479,442           |  | 719,606           |  | +     | 49,197           | 84,176           | +     | 158,001          | 241,306           | +             | 272,244           | 394,124           | + |       |                   |  |       |  |
| <b>NIE – textbooks and teaching texts, teaching aids, basic learning requisites – from the state budget</b>             | <b>301,472</b>    |  | <b>529,209</b>    |  | +     | <b>12,804</b>    | <b>50,544</b>    | +     | <b>123,111</b>   | <b>204,954</b>    | +             | <b>165,556</b>    | <b>273,712</b>    | + |       |                   |  |       |  |
| Proportion of NIE from the state budget used for textbooks and teaching texts, teaching aids, basic learning requisites | 0.629             |  | 0.735             |  | +     | 0.260            | 0.600            | +     | 0.779            | 0.849             | +             | 0.608             | 0.694             | + |       |                   |  |       |  |
| in total subsidy from the state budget  | 0.008             |  | 0.014             |  | +     | 0.004            | 0.014            | +     | 0.013            | 0.020             | +             | 0.007             | 0.011             | + |       |                   |  |       |  |
| in total costs  | 0.006             |  | 0.010             |  | +     | 0.003            | 0.010            | +     | 0.009            | 0.015             | +             | 0.005             | 0.008             | + |       |                   |  |       |  |
| NIE – training and further education – TOTAL  | 86,731            |  | 90,488            |  | +     | 8,923            | 10,723           | +     | 25,462           | 27,212            | +             | 52,346            | 52,553            | + |       |                   |  |       |  |
| <b>NIE – training and education – from the state budget</b>   | <b>59,396</b>     |  | <b>60,949</b>     |  | +     | <b>5,779</b>     | <b>7,323</b>     | +     | <b>19,754</b>    | <b>20,422</b>     | +             | <b>33,862</b>     | <b>33,205</b>     | - |       |                   |  |       |  |
| in total costs of education   | 0.685             |  | 0.674             |  | -     | 0.648            | 0.683            | +     | 0.776            | 0.750             | -             | 0.647             | 0.632             | - |       |                   |  |       |  |
| Proportion of costs for education covered by the state budget   | 0.002             |  | 0.002             |  | 0     | 0.002            | 0.002            | 0     | 0.002            | 0.002             | 0             | 0.001             | 0.001             | 0 |       |                   |  |       |  |
| in total costs  | 0.001             |  | 0.001             |  | 0     | 0.001            | 0.001            | 0     | 0.001            | 0.001             | 0             | 0.001             | 0.001             | 0 |       |                   |  |       |  |
| Other operating costs   | 14,069,256        |  | 13,979,101        |  | -     | 1,534,063        | 1,548,791        | +     | 3,666,643        | 3,581,267         | -             | 8,868,549         | 8,849,042         | - |       |                   |  |       |  |
| <b>Other expenditure</b>  | <b>1,446,385</b>  |  | <b>1,113,416</b>  |  | -     | <b>57,037</b>    | <b>56,711</b>    | -     | <b>223,264</b>   | <b>228,238</b>    | +             | <b>1,166,083</b>  | <b>828,467</b>    | - |       |                   |  |       |  |
| Share of other expenditure in total expenditure   | 0.103             |  | 0.080             |  | -     | 0.037            | 0.037            | 0     | 0.061            | 0.064             | +             | 0.131             | 0.094             | - |       |                   |  |       |  |



**Table B 10**
**Selected Indicators for Comparisons of Staffing in Kindergartens, Basic and Secondary Schools Visited in the School Year 2008/2009 and 2009/2010**

| Monitored indicator   | 2008/2009 |        |       | 2009/2010 |        |        |
|---|-----------|--------|-------|-----------|--------|--------|
|   | KGs       | BSs    | SSs   | KGs       | BSs    | SSs    |
| Number of selection interviews to appoint new head teachers*/ | 169       | 215    | 57    | 167       | 173    | 53     |
| Head teacher satisfies qualifications requirements (%)        | 95.0      | 97.1   | 98.9  | 95.4      | 95.9   | 98.8   |
| Number of teachers  | 3,787     | 15,169 | 9,097 | 7,559     | 15,121 | 10,073 |
| of whom female teachers (%)                                   | 99.1      | 82.2   | 60.3  | 99.7      | 83.8   | 61.2   |
| Average age of teachers                                       | 44.1      | 42.1   | 43.9  | 43.6      | 41.8   | 43.5   |
| Proportion of qualified teachers (%)                          | 91.5      | 86.2   | 84.1  | 85.9      | 79.4   | 87.6   |
| Proportion of teachers – specialists (%)                      | 4.3       | 32.3   | 21.1  | 4.2       | 41.4   | 31.2   |
| Proportion of teachers teaching less than three years (%)     | 10.6      | 9.0    | 10.9  | 14.7      | 8.7    | 10.5   |
| Proportion of teachers teaching 35 and more years (%)         | 9.2       | 7.0    | 7.1   | 6.7       | 5.7    | 6.1    |

\* This is a republic-wide figure; for more detailed information on the situation in regions see Table 11.  
Other indicators relate only to visited schools which were subjects of institutional evaluation in the school year concerned.

**Table B 11**
**Participation of the CSI in Selection Interviews for School/School Facility Head Teachers**

| Type of school/school facility  | School year    | CZE        | Participation in inspectorates |           |           |           |           |           |           |           |           |           |           |           |           |           |
|---------------------------------|----------------|------------|--------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
|                                 |                |            | A                              | S         | C         | P         | K         | U         | L         | H         | E         | J         | B         | M         | Z         | T         |
| Kindergartens                   | 2006/07        | 175        | 14                             | 23        | 10        | 7         | 4         | 13        | 4         | 14        | 10        | 7         | 29        | 16        | 13        | 11        |
|                                 | 2007/08        | 132        | 11                             | 19        | 5         | 6         | 7         | 18        | 4         | 5         | 5         | 6         | 15        | 5         | 18        | 8         |
|                                 | 2008/09        | 169        | 10                             | 29        | 2         | 16        | 1         | 15        | 7         | 9         | 22        | 3         | 23        | 10        | 12        | 10        |
|                                 | <b>2009/10</b> | <b>167</b> | <b>11</b>                      | <b>33</b> | <b>8</b>  | <b>9</b>  | <b>8</b>  | <b>9</b>  | <b>11</b> | <b>10</b> | <b>11</b> | <b>7</b>  | <b>22</b> | <b>8</b>  | <b>11</b> | <b>9</b>  |
| Basic schools                   | 2006/07        | 261        | 22                             | 44        | 16        | 12        | 10        | 12        | 16        | 12        | 16        | 14        | 18        | 21        | 18        | 30        |
|                                 | 2007/08        | 229        | 18                             | 32        | 12        | 6         | 7         | 21        | 9         | 20        | 8         | 20        | 25        | 22        | 13        | 16        |
|                                 | 2008/09        | 215        | 12                             | 31        | 13        | 13        | 5         | 24        | 9         | 13        | 5         | 17        | 22        | 16        | 15        | 20        |
|                                 | <b>2009/10</b> | <b>173</b> | <b>5</b>                       | <b>28</b> | <b>6</b>  | <b>8</b>  | <b>4</b>  | <b>7</b>  | <b>11</b> | <b>8</b>  | <b>12</b> | <b>10</b> | <b>31</b> | <b>10</b> | <b>12</b> | <b>21</b> |
| Secondary schools               | 2006/07        | 46         | 1                              | 7         | 3         | 3         | 4         | 4         | 2         | –         | 9         | 1         | 5         | 3         | 2         | 2         |
|                                 | 2007/08        | 51         | 5                              | 4         | 7         | –         | 1         | 5         | 3         | –         | 1         | 5         | 3         | 8         | 3         | 6         |
|                                 | 2008/09        | 57         | 6                              | 1         | –         | 3         | 4         | 4         | 6         | 3         | 5         | 3         | 8         | 4         | 4         | 6         |
|                                 | <b>2009/10</b> | <b>53</b>  | <b>2</b>                       | <b>6</b>  | <b>11</b> | –         | <b>3</b>  | <b>2</b>  | –         | <b>2</b>  | <b>2</b>  | <b>3</b>  | <b>6</b>  | <b>4</b>  | <b>5</b>  | <b>7</b>  |
| Tertiary Professional Schools   | 2006/07        | 4          | –                              | –         | –         | –         | –         | 1         | –         | 1         | –         | 1         | 1         | –         | –         | –         |
|                                 | 2007/08        | 9          | 2                              | 1         | 1         | 1         | –         | –         | 1         | 2         | –         | –         | 1         | –         | –         | –         |
|                                 | 2008/09        | 3          | –                              | –         | –         | –         | –         | 1         | –         | –         | –         | 1         | 1         | –         | –         | –         |
|                                 | <b>2009/10</b> | <b>4</b>   | –                              | <b>1</b>  | –         | –         | –         | <b>1</b>  | –         | –         | –         | <b>2</b>  | –         | –         | –         | –         |
| Basic schools of music and arts | 2006/07        | 27         | –                              | 4         | 1         | 3         | 1         | –         | 1         | 1         | 1         | 4         | 4         | 2         | 4         | 1         |
|                                 | 2007/08        | 10         | 1                              | –         | 1         | –         | –         | 1         | 1         | –         | 1         | 2         | 2         | –         | –         | 1         |
|                                 | 2008/09        | 15         | 2                              | 3         | 1         | –         | 1         | –         | –         | –         | 2         | 2         | 2         | –         | –         | 2         |
|                                 | <b>2009/10</b> | <b>22</b>  | <b>2</b>                       | <b>4</b>  | <b>2</b>  | –         | –         | <b>5</b>  | –         | <b>2</b>  | <b>1</b>  | <b>2</b>  | <b>1</b>  | –         | <b>1</b>  | <b>2</b>  |
| School facilities               | 2006/07        | 32         | 2                              | 5         | 2         | 1         | 2         | –         | 1         | 1         | –         | 2         | 6         | 2         | 4         | 4         |
|                                 | 2007/08        | 31         | 1                              | 3         | 1         | 3         | 2         | 5         | 3         | 2         | –         | 2         | 2         | 1         | 2         | 4         |
|                                 | 2008/09        | 33         | 3                              | –         | 2         | 2         | –         | 7         | 3         | 2         | 6         | 1         | 3         | 1         | –         | 3         |
|                                 | <b>2009/10</b> | <b>44</b>  | <b>3</b>                       | <b>8</b>  | <b>4</b>  | –         | <b>2</b>  | <b>3</b>  | <b>2</b>  | <b>2</b>  | <b>3</b>  | <b>8</b>  | <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>3</b>  |
| <b>Total</b>                    | <b>2006/07</b> | <b>545</b> | <b>39</b>                      | <b>83</b> | <b>32</b> | <b>26</b> | <b>21</b> | <b>30</b> | <b>24</b> | <b>29</b> | <b>36</b> | <b>29</b> | <b>63</b> | <b>44</b> | <b>41</b> | <b>48</b> |
|                                 | <b>2007/08</b> | <b>462</b> | <b>38</b>                      | <b>59</b> | <b>27</b> | <b>16</b> | <b>17</b> | <b>50</b> | <b>21</b> | <b>29</b> | <b>15</b> | <b>35</b> | <b>48</b> | <b>36</b> | <b>36</b> | <b>35</b> |
|                                 | <b>2008/09</b> | <b>492</b> | <b>33</b>                      | <b>64</b> | <b>18</b> | <b>34</b> | <b>11</b> | <b>51</b> | <b>25</b> | <b>27</b> | <b>40</b> | <b>27</b> | <b>59</b> | <b>31</b> | <b>31</b> | <b>41</b> |
|                                 | <b>2009/10</b> | <b>463</b> | <b>23</b>                      | <b>80</b> | <b>31</b> | <b>17</b> | <b>17</b> | <b>27</b> | <b>24</b> | <b>24</b> | <b>29</b> | <b>32</b> | <b>61</b> | <b>24</b> | <b>32</b> | <b>42</b> |

Key:

A – Prague Inspectorate

P – Pilsen Inspectorate

L – Liberec Inspectorate

J – Inspectorate in the Vysocina Reg.

Z – Zlin Inspectorate

S – Central Bohemian Inspectorate

K – Karlovy Vary Inspectorate

H – Hradec Kralove Inspectorate

B – South Moravian Inspectorate

T – Moravian–Silesian Inspectorate

C – South Bohemian Inspect.

U – Usti Inspectorate

E – Pardubice Inspectorate

M – Olomouc Inspectorate

CZE – Czech Republic

**Table B 12**
**Qualifications of Teachers of Monitored Subjects**

| Indicator  | Basic school         |                    | Secondary general school |                     | Secondary school |                       |
|--|----------------------|--------------------|--------------------------|---------------------|------------------|-----------------------|
|  | elem. level<br>2,412 | 2nd level<br>1,834 | lower grades<br>452      | upper grades<br>990 | SVS<br>805       | SVS and Lyceum<br>315 |
| <b>Teaching time of monitored teachers – total</b>   |                      |                    |                          |                     |                  |                       |
| Average (number of years)  | 18.4                 | 18.9               | 16.1                     | 16.9                | 14.7             | 14.6                  |
| Beginners – less than 3 years (%)  | 8.6                  | 9.1                | 8.4                      | 9.1                 | 12.9             | 9.3                   |
| 36 and more years of teaching time (%)   | 3.9                  | 8.0                | 5.1                      | 5.4                 | 6.2              | 7.0                   |
| <b>Average teaching time of monitored teachers in teaching given subjects (number of years)</b>  |                      |                    |                          |                     |                  |                       |
| Czech language   | 16.9                 | 19.0               | 17.7                     | 18.5                | 17.4             | 18.4                  |
| Mathematics  | 17.2                 | 18.8               | 17.2                     | 18.5                | 17.9             | 16.2                  |
| Foreign language   | 7.8                  | 11.7               | 14.8                     | 14.1                | 12.2             | 12.8                  |
| Natural sciences   | 15.1                 | 14.2               | 16.5                     | 16.7                | 10.7             | 13.5                  |
| Social sciences  | 14.5                 | 13.4               | 12.5                     | 12.3                | 13.2             | 12.2                  |
| ICT  | –                    | 7.2                | 8.3                      | 8.6                 | 11.6             | 12.9                  |
| Professional subject (according to the school-leaver profile)                                    |                      |                    |                          |                     | 12.6             | 12.1                  |
| <b>Language knowledge of monitored teachers (%)</b>  |                      |                    |                          |                     |                  |                       |
| English language   | 60.4                 | 50.5               | 55.3                     | 53.5                | 50.9             | 42.9                  |
| Other foreign language   | 35.7                 | 46.3               | 40.7                     | 43.9                | 45.4             | 52.7                  |
| No foreign language  | 3.9                  | 3.2                | 4.0                      | 2.6                 | 3.7              | 4.4                   |
| <b>Achieved level of ICT literacy of monitored teachers (%)</b>                                  |                      |                    |                          |                     |                  |                       |
| Without special education  | 6.1                  | 4.0                | 7.1                      | 5.7                 | 5.1              | 5.7                   |
| Basic module (P0)  | 57.7                 | 46.5               | 53.1                     | 47.4                | 47.8             | 49.5                  |
| Extended further education of teachers (State Information Policy in Education)                   | 34.2                 | 43.0               | 37.2                     | 44.3                | 44.1             | 41.9                  |
| ICT coordinator  | 1.9                  | 6.4                | 2.6                      | 2.6                 | 3.0              | 2.9                   |
| <b>Qualified teaching in monitored subjects (%)</b>  |                      |                    |                          |                     |                  |                       |
| Czech language   | 83.8                 | 89.5               | 97.5                     | 96.5                | 91.9             | 87.0                  |
| Mathematics  | 83.6                 | 84.5               | 95.6                     | 95.9                | 88.5             | 70.0                  |
| Foreign language   | <b>62.1</b>          | <b>61.5</b>        | 95.2                     | 91.5                | 74.1             | <b>54.2</b>           |
| Natural sciences   | 74.1                 | 81.9               | 94.4                     | 94.6                | 89.3             | 72.7                  |
| Social sciences  | 75.4                 | 79.8               | 89.4                     | 93.7                | 89.1             | 76.3                  |
| ICT  | –                    | <b>55.8</b>        | <b>57.1</b>              | 73.1                | 74.2             | 88.9                  |
| Professional subject (according to the school-leaver profile)                                    |                      |                    |                          |                     | 81.4             | <b>63.2</b>           |
| <b>Average number of pupils – enrolled/present in a class – per teacher in monitored lessons</b> |                      |                    |                          |                     |                  |                       |
| Czech language   | 17.0/15.1            | 19.8/17.0          | 26.5/23.7                | 26.8/23.2           | 24.1/19.9        | 21.1/17.4             |
| Mathematics  | 16.5/14.7            | 19.7/17.2          | 27.0/24.3                | 25.9/22.9           | 24.4/20.2        | 21.2/16.8             |
| Foreign language   | 15.1/13.1            | 15.4/12.9          | 14.2/12.7                | 13.9/12.3           | 13.8/10.9        | 13.8/9.3              |
| Natural sciences   | 16.1/14.4            | 20.5/17.7          | 25.1/22.6                | 25.4/22.1           | 23.6/19.1        | 21.2/17.3             |
| Social sciences  | 17.2/15.1            | 20.1/17.3          | 26.7/23.2                | 26.2/22.3           | 23.6/18.4        | 19.1/15.4             |
| ICT  | –                    | 17.4/14.8          | 14.6/13.0                | 14.2/11.6           | 15.0/12.4        | 14.2/11.1             |
| Professional subject (according to the school-leaver profile)                                    |                      |                    |                          |                     | 20.5/16.0        | 17.2/13.2             |

**Table B 13**
**Evaluation of Organisation, Forms and Methods of Teaching in Visited Kindergartens**

| Monitored indicator in kindergartens<br>(699 schools 1,995 analysed observation reports) |  | Frequency of achieved evaluation level (%) |      |      |      |
|--|--|--|------|------|------|
|  |  | 1  | 2    | 3    | 4    |
| Course of Education  | Stimulating environment with respect to planned activities   | 0.4  | 8.6  | 70.0 | 21.0 |
|  | Differentiated, varied and stimulating education provision with respect to individual needs of children  | 0.7  | 18.7 | 62.9 | 17.7 |
|  | Appropriate and effective methods with respect to education targets and activation of children (enjoyable and cooperative learning, learning through games and other activities) | 0.8  | 18.4 | 62.2 | 18.6 |
|  | Use of integrating learning, logical links and consistency of topics   | 0.5  | 10.7 | 68.6 | 20.2 |
|  | Links of monitored activities with real life situations, use of experience of children   | 0.4  | 7.9  | 71.5 | 20.3 |
|  | Effective use of time  | 0.2  | 15.6 | 69.7 | 14.6 |
|  | Use of internal motivation of children (interests, stimuli and children's own choices)   | 0.3  | 18.8 | 62.2 | 18.8 |
|  | Respect for development and individual needs of children   | 0.5  | 14.6 | 67.2 | 17.7 |
|  | Conditions for children with SEN and gifted children   | 0.0  | 5.5  | 73.5 | 21.0 |
|  | Instant use of feedback, positive use of errors  | 0.7  | 21.9 | 67.1 | 10.2 |
|  | Evaluation motivates children to improve personal achievement  | 0.4  | 9.4  | 75.2 | 15.0 |
|  | Support of self-evaluation and self-reflection   | 1.7  | 40.3 | 48.6 | 9.4  |
| Child and His/Her Body   | Development of movement skills   | 0.3  | 10.4 | 72.4 | 16.9 |
|  | Development of hand manipulation skills  | 0.0  | 2.9  | 75.2 | 21.9 |
|  | Support of healthy life style (drinking regime, varied nutrition, exercising, relaxing and resting activities)   | 0.3  | 8.1  | 74.9 | 16.8 |
|  | Activities relating to the topic of health protection  | 0.0  | 4.1  | 82.0 | 13.8 |
| Child and His/Her Psychology   | Development of speech and language receptive skills  | 0.4  | 6.0  | 78.7 | 15.0 |
|  | Support of skills preceding reading, writing and arithmetic  | 0.4  | 6.5  | 76.6 | 16.4 |
|  | Development of cognitive perception  | 0.3  | 6.1  | 77.5 | 16.1 |
|  | Support of development of positive feelings in relation to themselves  | 0.2  | 5.8  | 76.1 | 18.0 |
|  | Support of development and cultivation of ethical perception, feeling and experiencing   | 0.2  | 5.0  | 80.5 | 14.3 |
|  | Support of development and cultivation of aesthetic perception, feeling and experiencing   | 0.3  | 6.6  | 78.9 | 14.3 |
| Child and Other People   | Development of prosocial behaviour   | 0.3  | 4.3  | 75.3 | 20.0 |
|  | Development of mutual relations  | 0.3  | 4.1  | 72.4 | 23.2 |
|  | Space for natural communication  | 0.1  | 5.1  | 71.6 | 23.2 |
|  | Opportunities for cooperation  | 0.3  | 12.3 | 68.9 | 18.5 |
|  | Opportunities for verbal and non-verbal partner communication (child–child, child–teacher)   | 0.2  | 6.7  | 71.2 | 21.9 |
| Child and Society  | Respect for rules of coexistence in class  | 0.5  | 9.7  | 70.3 | 19.5 |
|  | Development of fundamental social habits and skills  | 0.2  | 5.3  | 78.4 | 16.1 |
|  | Opportunities for recognising and accepting social roles and attitudes   | 0.2  | 8.3  | 80.8 | 10.7 |
|  | Opportunities for understanding culture  | 0.1  | 6.2  | 81.7 | 12.0 |
|  | Development of child creativity, sensitivity and taste   | 0.1  | 9.2  | 77.5 | 13.3 |
| Child and the World  | Opportunities for experimenting, manipulation and intentional observation  | 1.0  | 14.8 | 67.0 | 17.2 |
|  | Support for acquiring information on the surrounding world   | 0.1  | 3.1  | 79.4 | 17.4 |
|  | Care for the surrounding environment   | 0.1  | 2.2  | 80.7 | 17.0 |

Evaluation of Organisation, Forms and Methods of Teaching in Visited Basic and Secondary Schools

| Organisation, forms and methods of teaching  | Basic education   |      |     |                |      |     | Secondary education       |      |      |                                |      |      |      |      |      |            |      |      |
|--|---|------|-----|----------------|------|-----|---------------------------|------|------|--------------------------------|------|------|------|------|------|------------|------|------|
|  | BS – elem. lev.   |      |     | BS – 2nd level |      |     | SGSs 6 and 8 lower grades |      |      | SGS 4+SGS 6 and 8 upper grades |      |      | STS  |      |      | SVS+Lyceum |      |      |
|  | 2,412*  |      |     | 1,834          |      |     | 452                       |      |      | 990                            |      |      | 805  |      |      | 315        |      |      |
|  | Frequency of evaluations of organisation, forms and methods of teaching using scale from one to three (%) |      |     |                |      |     |                           |      |      |                                |      |      |      |      |      |            |      |      |
|  | +3  | 2    | 1-  | +3             | 2    | 1-  | +3                        | 2    | 1-   | +3                             | 2    | 1-   | +3   | 2    | 1-   | +3         | 2    | 1-   |
| Lecture, explanation – effectiveness, appropriateness  | 68.6  | 30.4 | 1.0 | 66.0           | 32.5 | 1.5 | 65.1                      | 33.7 | 1.2  | 61.5                           | 36.2 | 2.3  | 68.3 | 30.6 | 1.2  | 51.8       | 43.5 | 4.7  |
| Heuristic method – adequacy, appropriateness   | 67.4  | 31.0 | 1.6 | 62.1           | 35.5 | 2.4 | 59.4                      | 37.9 | 2.6  | 55.5                           | 41.1 | 3.4  | 58.7 | 38.1 | 3.2  | 39.6       | 52.2 | 8.2  |
| Experiments – analysis, explanation, object-teaching   | 63.9  | 33.7 | 2.4 | 58.0           | 36.9 | 5.1 | 51.3                      | 45.2 | 3.5  | 49.8                           | 45.8 | 4.4  | 54.3 | 41.0 | 4.7  | 41.2       | 49.6 | 9.2  |
| Switching methods during the lesson – their appropriateness  | 67.2  | 30.6 | 2.1 | 52.4           | 43.2 | 4.4 | 49.9                      | 45.7 | 4.4  | 45.5                           | 46.5 | 7.9  | 47.7 | 47.9 | 4.4  | 32.0       | 56.4 | 11.7 |
| Mathematical model – appropriateness   | 67.1  | 31.6 | 1.3 | 59.5           | 37.5 | 3.1 | 57.6                      | 42.0 | 0.4  | 57.5                           | 40.4 | 2.2  | 60.3 | 38.1 | 1.6  | 42.6       | 52.7 | 4.7  |
| Abstract imagination – development   | 60.8  | 38.0 | 1.3 | 57.1           | 40.4 | 2.5 | 58.1                      | 39.2 | 2.7  | 55.5                           | 41.3 | 3.3  | 56.1 | 41.6 | 2.2  | 39.6       | 49.2 | 11.2 |
| Logical thinking (analysis, synthesis, deduction, induction) – development                         | 61.4  | 37.3 | 1.3 | 58.9           | 39.5 | 1.6 | 61.8                      | 37.5 | 0.7  | 63.1                           | 34.6 | 2.4  | 63.4 | 33.9 | 2.6  | 42.8       | 49.6 | 7.6  |
| Critical thinking – development, active absorption of information                                  | 58.4  | 38.8 | 2.8 | 53.6           | 42.3 | 4.2 | 54.9                      | 41.1 | 3.9  | 49.8                           | 45.1 | 5.1  | 50.3 | 45.5 | 4.2  | 37.3       | 46.4 | 16.3 |
| Structure of knowledge – terms, context  | 67.8  | 31.1 | 1.2 | 66.9           | 31.5 | 1.6 | 67.5                      | 31.5 | 0.9  | 65.8                           | 32.5 | 1.7  | 69.2 | 30.5 | 0.3  | 49.8       | 46.6 | 3.6  |
| Assigned tasks support equal opportunities for education – they take into account skills of pupils | 77.7  | 21.6 | 0.8 | 73.8           | 25.0 | 1.2 | 81.1                      | 18.4 | 0.5  | 75.4                           | 23.8 | 0.8  | 72.6 | 26.9 | 0.5  | 60.5       | 37.6 | 1.9  |
| Work with texts – independent, popular literature, references, satisfying pupils' interest         | 60.7  | 37.0 | 2.3 | 51.6           | 43.3 | 5.1 | 54.5                      | 41.6 | 4.0  | 53.0                           | 40.9 | 6.0  | 51.2 | 42.7 | 6.1  | 31.4       | 56.4 | 12.3 |
| Work with ICT – independent, beneficial for development of pupils' personality                     | 68.3  | 26.4 | 5.3 | 61.9           | 28.5 | 9.7 | 55.6                      | 30.6 | 13.9 | 58.6                           | 28.1 | 13.3 | 62.3 | 25.0 | 12.7 | 43.8       | 38.2 | 18.0 |

\* Number of observed teaching lessons in all schools of the relevant level of education

Table B 14a

## Czech Language and Literature – Organisation, Forms and Methods of Teaching in Visited Basic and Secondary Schools

| Organisation, forms and methods of teaching  | Basic education   |      |     |                |      |     | Secondary education       |      |      |                                |      |      |      |      |      |            |      |      |      |      |      |
|--|---|------|-----|----------------|------|-----|---------------------------|------|------|--------------------------------|------|------|------|------|------|------------|------|------|------|------|------|
|  | BS – elem. lev.   |      |     | BS – 2nd level |      |     | SGSs 6 and 8 lower grades |      |      | SGS 4+SGS 6 and 8 upper grades |      |      | STS  |      |      | SVS+Lyceum |      |      |      |      |      |
|  | 812 *   |      |     | 397            |      |     | 82                        |      |      | 176                            |      |      | 149  |      |      | 54         |      |      |      |      |      |
|  | Frequency of evaluations of organisation, forms and methods of teaching using scale from one to three (%) |      |     |                |      |     |                           |      |      |                                |      |      |      |      |      |            |      |      |      |      |      |
|  | +3  | 2    | 1-  | +3             | 2    | 1-  | +3                        | 2    | 1-   | +3                             | 2    | 1-   | +3   | 2    | 1-   | +3         | 2    | 1-   | +3   | 2    | 1-   |
| Lecture, explanation – effectiveness, appropriateness  | 71.2  | 28.3 | 0.6 | 69.7           | 29.2 | 1.2 | 70.1                      | 29.9 | 0.0  | 75.4                           | 24.6 | 0.0  | 67.6 | 32.4 | 0.0  | 57.1       | 42.9 | 0.0  | 57.1 | 42.9 | 0.0  |
| Heuristic method – adequacy, appropriateness   | 71.5  | 26.5 | 2.1 | 69.5           | 30.2 | 0.3 | 64.7                      | 27.9 | 7.4  | 66.8                           | 26.2 | 6.9  | 61.6 | 36.4 | 2.0  | 41.0       | 53.8 | 5.1  | 41.0 | 53.8 | 5.1  |
| Experiments – analysis, explanation, object-teaching   | 57.9  | 39.4 | 2.7 | 60.8           | 38.5 | 0.7 | 50.0                      | 38.2 | 11.8 | 60.8                           | 32.4 | 6.9  | 50.0 | 42.9 | 7.1  | 60.0       | 40.0 | 0.0  | 60.0 | 40.0 | 0.0  |
| Switching methods during the lesson – their appropriateness  | 67.2  | 30.6 | 2.2 | 58.8           | 38.9 | 2.3 | 58.8                      | 38.8 | 2.5  | 57.6                           | 40.4 | 2.0  | 52.1 | 46.4 | 1.4  | 39.2       | 51.0 | 9.8  | 39.2 | 51.0 | 9.8  |
| Mathematical model – appropriateness   | 68.5  | 30.4 | 1.1 | 63.0           | 36.1 | 0.9 | 65.0                      | 30.0 | 5.0  | 63.6                           | 31.2 | 5.2  | 40.0 | 60.0 | 0.0  | 70.0       | 30.0 | 0.0  | 70.0 | 30.0 | 0.0  |
| Abstract imagination – development   | 62.3  | 36.7 | 1.1 | 57.4           | 41.7 | 0.9 | 53.5                      | 42.3 | 4.2  | 56.1                           | 39.9 | 3.9  | 51.9 | 45.9 | 2.3  | 48.8       | 41.9 | 9.3  | 48.8 | 41.9 | 9.3  |
| Logical thinking (analysis, synthesis, deduction, induction) – development                         | 62.3  | 36.0 | 1.7 | 64.9           | 34.5 | 0.6 | 59.5                      | 40.5 | 0.0  | 66.9                           | 32.7 | 0.4  | 58.0 | 39.9 | 2.1  | 52.0       | 42.0 | 6.0  | 52.0 | 42.0 | 6.0  |
| Critical thinking – development, active absorption of information                                  | 57.3  | 39.7 | 3.1 | 58.5           | 39.5 | 2.0 | 64.0                      | 29.3 | 6.7  | 62.1                           | 33.5 | 4.4  | 53.3 | 43.7 | 3.0  | 48.1       | 32.7 | 19.2 | 48.1 | 32.7 | 19.2 |
| Structure of knowledge – terms, context  | 68.8  | 29.9 | 1.3 | 71.6           | 27.9 | 0.5 | 69.5                      | 26.8 | 3.7  | 72.5                           | 26.4 | 1.2  | 73.8 | 25.5 | 0.7  | 51.9       | 44.4 | 3.7  | 51.9 | 44.4 | 3.7  |
| Assigned tasks support equal opportunities for education – they take into account skills of pupils | 77.1  | 22.3 | 0.6 | 76.5           | 22.4 | 1.0 | 73.7                      | 25.0 | 1.3  | 72.5                           | 27.0 | 0.4  | 75.4 | 24.6 | 0.0  | 56.1       | 39.0 | 4.9  | 56.1 | 39.0 | 4.9  |
| Work with texts – independent, popular literature, references, satisfying pupils' interest         | 66.1  | 32.7 | 1.2 | 63.3           | 34.3 | 2.4 | 59.2                      | 35.5 | 5.3  | 65.0                           | 32.1 | 2.8  | 63.1 | 33.3 | 3.5  | 54.2       | 37.5 | 8.3  | 54.2 | 37.5 | 8.3  |
| Work with ICT – independent, beneficial for development of pupils' personality                     | 70.1  | 28.3 | 1.6 | 68.3           | 27.0 | 4.8 | 50.0                      | 25.0 | 25.0 | 53.0                           | 22.7 | 24.2 | 56.4 | 30.8 | 12.8 | 52.6       | 26.3 | 21.1 | 52.6 | 26.3 | 21.1 |

\* Number of observed teaching lessons in all schools of the relevant level of education



## Mathematics – Organisation, Forms and Methods of Teaching in Visited Basic and Secondary Schools

| Organisation, forms and methods of teaching   | Basic education |      |                |      |                           |      | Secondary education            |      |      |      |            |      |      |      |      |      |      |      |
|---|-----------------|------|----------------|------|---------------------------|------|--------------------------------|------|------|------|------------|------|------|------|------|------|------|------|
|   | BS – elem. lev. |      | BS – 2nd level |      | SGSs 6 and 8 lower grades |      | SGS 4+SGS 6 and 8 upper grades |      | STS  |      | SVS+Lyceum |      |      |      |      |      |      |      |
|   | 746 *           |      | 451            |      | 160                       |      | 468                            |      | 209  |      | 71         |      |      |      |      |      |      |      |
| Frequency of evaluations of organisation, forms and methods of teaching using scale from one to three (%) |                 |      |                |      |                           |      |                                |      |      |      |            |      |      |      |      |      |      |      |
|   | +3              | 2    | 1-             | +3   | 2                         | 1-   | +3                             | 2    | 1-   | +3   | 2          | 1-   |      |      |      |      |      |      |
| Lecture, explanation – effectiveness, appropriateness   | 66.8            | 32.0 | 1.2            | 66.9 | 30.1                      | 3.0  | 56.8                           | 42.6 | 0.7  | 54.1 | 43.8       | 2.1  | 66.8 | 31.2 | 2.0  | 32.4 | 57.4 | 10.3 |
| Heuristic method – adequacy, appropriateness  | 63.5            | 35.3 | 1.2            | 57.0 | 37.6                      | 5.5  | 48.4                           | 50.8 | 0.8  | 45.3 | 52.3       | 2.3  | 60.8 | 34.8 | 4.4  | 30.4 | 54.3 | 15.2 |
| Experiments – analysis, explanation, object-teaching  | 64.2            | 33.3 | 2.4            | 55.5 | 36.8                      | 7.7  | 51.4                           | 47.1 | 1.4  | 39.2 | 58.0       | 2.8  | 57.6 | 40.2 | 2.2  | 20.0 | 63.3 | 16.7 |
| Switching methods during the lesson – their appropriateness   | 67.8            | 30.2 | 2.0            | 47.9 | 44.5                      | 7.7  | 36.6                           | 58.8 | 4.6  | 31.6 | 59.6       | 8.8  | 42.9 | 53.6 | 3.6  | 15.4 | 69.2 | 15.4 |
| Mathematical model – appropriateness  | 66.8            | 32.5 | 0.7            | 65.5 | 31.0                      | 3.5  | 51.8                           | 48.2 | 0.0  | 51.7 | 47.8       | 0.5  | 66.5 | 32.4 | 1.1  | 23.7 | 69.5 | 6.8  |
| Abstract imagination – development  | 58.6            | 39.4 | 2.0            | 61.5 | 34.9                      | 3.5  | 52.8                           | 44.4 | 2.8  | 52.6 | 44.0       | 3.4  | 59.7 | 38.8 | 1.5  | 26.2 | 50.8 | 23.1 |
| Logical thinking (analysis, synthesis, deduction, induction) – development                                | 59.5            | 38.8 | 1.7            | 63.0 | 34.9                      | 2.1  | 61.1                           | 38.3 | 0.7  | 60.6 | 37.8       | 1.6  | 69.3 | 29.2 | 1.5  | 31.9 | 56.5 | 11.6 |
| Critical thinking – development, active absorption of information   | 55.7            | 41.9 | 2.5            | 51.5 | 42.8                      | 5.7  | 43.1                           | 53.6 | 3.3  | 38.3 | 57.2       | 4.4  | 43.0 | 54.4 | 2.6  | 22.6 | 51.6 | 25.8 |
| Structure of knowledge – terms, context   | 64.3            | 34.7 | 1.0            | 65.4 | 31.8                      | 2.8  | 56.7                           | 43.3 | 0.0  | 55.1 | 43.8       | 1.2  | 67.6 | 32.4 | 0.0  | 29.4 | 60.3 | 10.3 |
| Assigned tasks support equal opportunities for education – they take into account skills of pupils        | 75.9            | 23.1 | 1.0            | 71.5 | 27.1                      | 1.4  | 78.2                           | 21.1 | 0.7  | 72.9 | 26.6       | 0.5  | 70.1 | 29.3 | 0.5  | 51.9 | 48.1 | 0.0  |
| Work with texts – independent, popular literature, references, satisfying pupils' interest                | 52.3            | 44.3 | 3.4            | 36.1 | 52.8                      | 11.1 | 36.4                           | 57.1 | 6.5  | 24.9 | 65.5       | 9.6  | 39.6 | 56.3 | 4.2  | 11.1 | 66.7 | 22.2 |
| Work with ICT – independent, beneficial for development of pupils' personality                            | 66.7            | 25.0 | 8.3            | 58.5 | 18.5                      | 23.1 | 48.4                           | 29.0 | 22.6 | 44.9 | 30.4       | 24.6 | 52.6 | 36.8 | 10.5 | 33.3 | 66.7 | 0.0  |

\* Number of observed teaching lessons in all schools of the relevant level of education

Table B 14C-1

## Foreign Language – Organisation, Forms and Methods of Teaching in Visited Basic and Secondary Schools

| Organisation, forms and methods of teaching   | Basic education |      |     |                |      |     | Secondary education       |      |     |                                 |      |     |      |      |     |            |      |      |
|---|-----------------|------|-----|----------------|------|-----|---------------------------|------|-----|---------------------------------|------|-----|------|------|-----|------------|------|------|
|   | BS – elem. lev. |      |     | BS – 2nd level |      |     | SGSs 6 and 8 lower grades |      |     | SGSs 4+SGS 6 and 8 upper grades |      |     | STS  |      |     | SVS+Lyceum |      |      |
|   | 257*            |      |     | 244            |      |     | 64                        |      |     | 240                             |      |     | 83   |      |     | 26         |      |      |
| Frequency of evaluations of organisation, forms and methods of teaching using scale from one to three (%) |                 |      |     |                |      |     |                           |      |     |                                 |      |     |      |      |     |            |      |      |
|   | +3              | 2    | 1-  | +3             | 2    | 1-  | +3                        | 2    | 1-  | +3                              | 2    | 1-  | +3   | 2    | 1-  | +3         | 2    | 1-   |
| Lecture, explanation – effectiveness, appropriateness   | 63.3            | 35.8 | 0.9 | 52.4           | 47.6 | 0.0 | 72.6                      | 27.4 | 0.0 | 64.5                            | 35.1 | 0.4 | 65.9 | 34.1 | 0.0 | 56.0       | 36.0 | 8.0  |
| Heuristic method – adequacy, appropriateness  | 59.3            | 39.5 | 1.1 | 51.7           | 47.7 | 0.6 | 68.9                      | 31.1 | 0.0 | 55.4                            | 42.7 | 1.9 | 60.0 | 36.4 | 3.6 | 47.4       | 42.1 | 10.5 |
| Experiments – analysis, explanation, object-teaching  | 60.4            | 38.5 | 1.1 | 49.5           | 49.5 | 1.1 | 45.5                      | 51.5 | 3.0 | 46.6                            | 50.0 | 3.4 | 50.0 | 47.2 | 2.8 | 33.3       | 66.7 | 0.0  |
| Switching methods during the lesson – their appropriateness   | 66.1            | 31.9 | 2.0 | 49.6           | 47.9 | 2.5 | 66.7                      | 31.7 | 1.6 | 59.0                            | 37.6 | 3.4 | 50.6 | 43.4 | 6.0 | 46.2       | 42.3 | 11.5 |
| Mathematical model – appropriateness  | 58.1            | 40.5 | 1.4 | 48.7           | 50.0 | 1.3 | 54.8                      | 45.2 | 0.0 | 53.1                            | 44.2 | 2.7 | 56.7 | 43.3 | 0.0 | 50.0       | 50.0 | 0.0  |
| Abstract imagination – development  | 57.7            | 41.8 | 0.5 | 42.7           | 53.6 | 3.6 | 52.8                      | 45.3 | 1.9 | 45.3                            | 51.0 | 3.6 | 62.1 | 37.9 | 0.0 | 25.0       | 75.0 | 0.0  |
| Logical thinking (analysis, synthesis, deduction, induction) – development                                | 57.1            | 42.9 | 0.0 | 41.7           | 56.5 | 1.8 | 59.0                      | 39.3 | 1.6 | 57.3                            | 39.0 | 3.7 | 58.7 | 38.1 | 3.2 | 34.8       | 60.9 | 4.3  |
| Critical thinking – development, active absorption of information   | 54.9            | 42.4 | 2.7 | 40.5           | 55.1 | 4.4 | 50.8                      | 45.8 | 3.4 | 48.5                            | 44.1 | 7.5 | 50.0 | 41.7 | 8.3 | 38.5       | 50.0 | 11.5 |
| Structure of knowledge – terms, context   | 62.8            | 35.2 | 2.0 | 52.5           | 45.9 | 1.7 | 67.2                      | 32.8 | 0.0 | 62.2                            | 34.9 | 2.9 | 62.7 | 37.3 | 0.0 | 56.0       | 40.0 | 4.0  |
| Assigned tasks support equal opportunities for education – they take into account skills of pupils        | 73.8            | 25.4 | 0.8 | 66.5           | 32.6 | 0.8 | 82.8                      | 17.2 | 0.0 | 79.4                            | 20.6 | 0.0 | 74.7 | 25.3 | 0.0 | 66.7       | 33.3 | 0.0  |
| Work with texts – independent, popular literature, references, satisfying pupils' interest                | 52.9            | 44.2 | 2.9 | 45.0           | 51.2 | 3.8 | 64.4                      | 33.9 | 1.7 | 59.2                            | 37.2 | 3.7 | 62.7 | 36.0 | 1.3 | 40.9       | 54.5 | 4.5  |
| Work with ICT – independent, beneficial for development of pupils' personality                            | 62.7            | 33.3 | 3.9 | 44.4           | 48.9 | 6.7 | 57.1                      | 42.9 | 0.0 | 59.7                            | 34.3 | 6.0 | 66.7 | 26.7 | 6.7 | 40.0       | 40.0 | 20.0 |

\* Number of observed teaching lessons in all schools of the relevant level of education

## Distribution of Frequency of Observed Foreign Language Lessons

| Foreign language                    | Basic education  |              |            |              | Secondary education |              |                    |              | Total      |              |           |              |            |              |
|-------------------------------------|------------------|--------------|------------|--------------|---------------------|--------------|--------------------|--------------|------------|--------------|-----------|--------------|------------|--------------|
|                                     | Elementary level |              | 2nd level  |              | SGS – lower grades  |              | SGS – upper grades |              | SVS+Lyceum |              |           |              |            |              |
|                                     | number           | %            | number     | %            | number              | %            | number             | %            | number     | %            |           |              |            |              |
| English                             | 252              | 98.1         | 158        | 64.8         | 35                  | 54.7         | 122                | 50.8         | 57         | 68.7         | 20        | 76.9         | 644        | 70.5         |
| German                              | 5                | 1.9          | 74         | 30.3         | 13                  | 20.3         | 67                 | 27.9         | 18         | 21.7         | 6         | 23.1         | 183        | 20.0         |
| French                              | –                | –            | 1          | 0.4          | 8                   | 12.5         | 23                 | 9.6          | 3          | 3.6          | –         | –            | 35         | 3.8          |
| Russian                             | –                | –            | 10         | 4.1          | 7                   | 10.9         | 18                 | 7.5          | 3          | 3.6          | –         | –            | 38         | 4.2          |
| Spanish                             | –                | –            | 1          | 0.4          | 1                   | 1.6          | 8                  | 3.3          | 2          | 2.4          | –         | –            | 12         | 1.3          |
| Italian                             | –                | –            | –          | –            | –                   | –            | 1                  | 0.4          | –          | –            | –         | –            | 1          | 0.1          |
| Other foreign language              | –                | –            | –          | –            | –                   | –            | 1                  | 0.4          | –          | –            | –         | –            | 1          | 0.1          |
| <b>Total number of observations</b> | <b>257</b>       | <b>100.0</b> | <b>244</b> | <b>100.0</b> | <b>64</b>           | <b>100.0</b> | <b>240</b>         | <b>100.0</b> | <b>83</b>  | <b>100.0</b> | <b>26</b> | <b>100.0</b> | <b>914</b> | <b>100.0</b> |

## Natural Sciences – Organisation, Forms and Methods of Teaching in Visited Basic and Secondary Schools

| Organisation, forms and methods of teaching  | Basic education   |      |     |                |      |      | Secondary education       |      |      |                               |      |     |      |      |     |            |      |      |
|--|---|------|-----|----------------|------|------|---------------------------|------|------|-------------------------------|------|-----|------|------|-----|------------|------|------|
|  | BS – elem. lev.   |      |     | BS – 2nd level |      |      | SGSs 6 and 8 lower grades |      |      | SGS4+SGS 6 and 8 upper grades |      |     | STS  |      |     | SVS+Lyceum |      |      |
|  | 109 *   |      |     | 356            |      |      | 74                        |      |      | 246                           |      |     | 58   |      |     | 22         |      |      |
|  | Frequency of evaluations of organisation, forms and methods of teaching using scale from one to three (%) |      |     |                |      |      |                           |      |      |                               |      |     |      |      |     |            |      |      |
|  | +3  | 2    | 1-  | +3             | 2    | 1-   | +3                        | 2    | 1-   | +3                            | 2    | 1-  | +3   | 2    | 1-  | +3         | 2    | 1-   |
| Lecture, explanation – effectiveness, appropriateness  | 67.6  | 30.4 | 2.0 | 66.8           | 32.3 | 0.9  | 67.1                      | 28.6 | 4.3  | 62.2                          | 34.3 | 3.4 | 81.0 | 17.2 | 1.7 | 63.6       | 27.3 | 9.1  |
| Heuristic method – adequacy, appropriateness   | 71.0  | 25.8 | 3.2 | 60.6           | 36.9 | 2.4  | 62.3                      | 37.7 | 0.0  | 62.8                          | 36.0 | 1.2 | 67.4 | 32.6 | 0.0 | 52.9       | 41.2 | 5.9  |
| Experiments – analysis, explanation, object-teaching   | 66.7  | 29.2 | 4.2 | 58.7           | 33.8 | 7.6  | 43.6                      | 56.4 | 0.0  | 53.7                          | 43.1 | 3.3 | 67.9 | 32.1 | 0.0 | 63.6       | 18.2 | 18.2 |
| Switching methods during the lesson – their appropriateness  | 64.8  | 29.6 | 5.6 | 50.1           | 44.3 | 5.6  | 50.7                      | 41.8 | 7.5  | 47.1                          | 43.6 | 9.3 | 55.4 | 41.1 | 3.6 | 25.0       | 60.0 | 15.0 |
| Mathematical model – appropriateness   | 65.5  | 27.3 | 7.3 | 48.7           | 47.2 | 4.1  | 67.9                      | 32.1 | 0.0  | 68.5                          | 30.6 | 0.9 | 80.8 | 19.2 | 0.0 | 50.0       | 37.5 | 12.5 |
| Abstract imagination – development   | 62.9  | 36.0 | 1.1 | 56.8           | 40.6 | 2.6  | 63.6                      | 36.4 | 0.0  | 68.8                          | 30.7 | 0.6 | 62.5 | 37.5 | 0.0 | 60.0       | 40.0 | 0.0  |
| Logical thinking (analysis, synthesis, deduction, induction) – development                         | 62.4  | 35.5 | 2.2 | 59.5           | 39.1 | 1.5  | 66.7                      | 31.7 | 1.6  | 66.8                          | 31.3 | 1.9 | 79.2 | 20.8 | 0.0 | 50.0       | 33.3 | 16.7 |
| Critical thinking – development, active absorption of information                                  | 57.0  | 40.0 | 3.0 | 54.6           | 40.5 | 4.9  | 61.4                      | 35.1 | 3.5  | 57.1                          | 39.8 | 3.1 | 62.5 | 33.9 | 3.6 | 38.9       | 50.0 | 11.1 |
| Structure of knowledge – terms, context  | 72.0  | 26.2 | 1.9 | 68.9           | 29.9 | 1.1  | 82.8                      | 15.6 | 1.6  | 81.1                          | 18.4 | 0.5 | 91.1 | 8.9  | 0.0 | 60.0       | 40.0 | 0.0  |
| Assigned tasks support equal opportunities for education – they take into account skills of pupils | 84.3  | 14.8 | 0.9 | 75.6           | 23.8 | 0.6  | 85.2                      | 14.8 | 0.0  | 85.5                          | 13.5 | 1.0 | 78.2 | 21.8 | 0.0 | 75.0       | 25.0 | 0.0  |
| Work with texts – independent, popular literature, references, satisfying pupils' interest         | 63.4  | 30.1 | 6.5 | 52.9           | 42.2 | 4.8  | 55.6                      | 42.2 | 2.2  | 55.6                          | 40.0 | 4.4 | 46.9 | 46.9 | 6.3 | 45.5       | 45.5 | 9.1  |
| Work with ICT – independent, beneficial for development of pupils' personality                     | 53.8  | 42.3 | 3.8 | 57.3           | 30.8 | 12.0 | 58.3                      | 29.2 | 12.5 | 60.3                          | 32.4 | 7.4 | 52.9 | 47.1 | 0.0 | 57.1       | 14.3 | 28.6 |

\* Number of observed teaching lessons in all schools of the relevant level of education

## Social Sciences – Organisation, Forms and Methods of Teaching in Visited Basic and Secondary Schools

| Organisation, forms and methods of teaching  | Basic education |      |                |      |                           |     | Secondary education   |      |      |      |            |      |      |      |      |      |      |      |
|--|-----------------|------|----------------|------|---------------------------|-----|---|------|------|------|------------|------|------|------|------|------|------|------|
|  | BS – elem. lev. |      | BS – 2nd level |      | SGSs 6 and 8 lower grades |     | SGS 4+SGS 6 and 8 upper grades  |      | STS  |      | SVS+Lyceum |      |      |      |      |      |      |      |
|  | 243*            | 173  | 47             | 127  | 55                        | 38  | Frequency of evaluations of organisation, forms and methods of teaching using scale from one to three (%) |      |      |      |            |      |      |      |      |      |      |      |
|  | +3              | 2    | 1-             | +3   | 2                         | 1-  | +3  | 2    | 1-   | +3   | 2          | 1-   | +3   | 2    | 1-   |      |      |      |
| Lecture, explanation – effectiveness, appropriateness  | 67.6            | 31.5 | 0.9            | 67.7 | 30.3                      | 1.9 | 71.7  | 26.1 | 2.2  | 64.3 | 31.0       | 4.8  | 82.4 | 17.6 | 0.0  | 48.6 | 48.6 | 2.7  |
| Heuristic method – adequacy, appropriateness   | 67.7            | 30.7 | 1.6            | 65.9 | 31.2                      | 2.9 | 72.4  | 20.7 | 6.9  | 66.2 | 29.9       | 3.9  | 54.3 | 40.0 | 5.7  | 28.6 | 61.9 | 9.5  |
| Experiments – analysis, explanation, object-teaching   | 75.2            | 23.0 | 1.8            | 53.8 | 40.4                      | 5.8 | 66.7  | 22.2 | 11.1 | 53.1 | 34.4       | 12.5 | 60.0 | 30.0 | 10.0 | 18.2 | 81.8 | 0.0  |
| Switching methods during the lesson – their appropriateness  | 65.3            | 33.5 | 1.2            | 50.6 | 45.2                      | 4.2 | 60.5  | 34.9 | 4.7  | 50.9 | 37.9       | 11.2 | 54.9 | 41.2 | 3.9  | 36.1 | 52.8 | 11.1 |
| Mathematical model – appropriateness   | 68.7            | 29.3 | 2.0            | 45.5 | 50.0                      | 4.5 | 90.0  | 10.0 | 0.0  | 80.0 | 12.0       | 8.0  | 73.3 | 20.0 | 6.7  | 36.4 | 63.6 | 0.0  |
| Abstract imagination – development   | 64.6            | 34.8 | 0.5            | 60.6 | 37.8                      | 1.6 | 80.0  | 17.5 | 2.5  | 66.0 | 30.1       | 3.9  | 53.3 | 40.0 | 6.7  | 22.2 | 63.0 | 14.8 |
| Logical thinking (analysis, synthesis, deduction, induction) – development                         | 63.8            | 36.2 | 0.0            | 56.7 | 41.4                      | 1.9 | 61.5  | 38.5 | 0.0  | 60.6 | 37.6       | 1.8  | 65.4 | 28.8 | 5.8  | 33.3 | 66.7 | 0.0  |
| Critical thinking – development, active absorption of information                                  | 67.9            | 29.4 | 2.8            | 55.3 | 40.3                      | 4.4 | 73.3  | 24.4 | 2.2  | 66.1 | 30.4       | 3.5  | 62.7 | 33.3 | 3.9  | 34.4 | 53.1 | 12.5 |
| Structure of knowledge – terms, context  | 72.1            | 27.5 | 0.4            | 71.3 | 26.9                      | 1.8 | 78.7  | 21.3 | 0.0  | 72.1 | 24.6       | 3.3  | 68.5 | 31.5 | 0.0  | 47.4 | 52.6 | 0.0  |
| Assigned tasks support equal opportunities for education – they take into account skills of pupils | 82.1            | 17.1 | 0.8            | 75.0 | 22.7                      | 2.3 | 92.9  | 7.1  | 0.0  | 79.1 | 18.3       | 2.6  | 76.0 | 22.0 | 2.0  | 37.9 | 58.6 | 3.4  |
| Work with texts – independent, popular literature, references, satisfying pupils' interest         | 64.4            | 33.5 | 2.1            | 55.2 | 42.8                      | 2.1 | 62.5  | 35.0 | 2.5  | 60.0 | 31.4       | 8.6  | 50.0 | 40.5 | 9.5  | 16.7 | 73.3 | 10.0 |
| Work with ICT – independent, beneficial for development of pupils' personality                     | 73.8            | 18.0 | 8.2            | 61.5 | 38.5                      | 0.0 | 60.0  | 33.3 | 6.7  | 57.1 | 31.0       | 11.9 | 38.5 | 7.7  | 53.8 | 25.0 | 37.5 | 37.5 |

\* Number of observed teaching lessons in all schools of the relevant level of education

Table B 14f

## Professional Subjects – Organisation, Forms and Methods of Teaching in Visited Secondary Technical/Vocational Schools

| Organisation, forms and methods of teaching  | Secondary vocational education  |      |      |                              |      |      |      |
|--|---|------|------|------------------------------|------|------|------|
|  | STS – 147 observations  |      |      | SVS+Lyceum – 77 observations |      |      |      |
|  | Frequency of evaluations of organisation, forms and methods of teaching using scale from one to three (%) |      |      |                              |      |      |      |
|  | +3  | 2    | 1-   | +3                           | 2    | 1-   | 1-   |
| Lecture, explanation – effectiveness, appropriateness  | 59.4  | 39.2 | 1.4  | 58.1                         | 40.5 | 1.4  | 1.4  |
| Heuristic method – adequacy, appropriateness   | 45.3  | 50.5 | 4.2  | 41.9                         | 53.5 | 4.7  | 4.7  |
| Experiments – analysis, explanation, object-teaching   | 45.7  | 47.1 | 7.1  | 50.0                         | 38.9 | 11.1 | 11.1 |
| Switching methods during the lesson – their appropriateness  | 43.7  | 46.7 | 9.6  | 33.8                         | 57.4 | 8.8  | 8.8  |
| Mathematical model – appropriateness   | 37.9  | 58.6 | 3.4  | 72.0                         | 24.0 | 4.0  | 4.0  |
| Abstract imagination – development   | 43.6  | 51.8 | 4.5  | 48.3                         | 46.6 | 5.2  | 5.2  |
| Logical thinking (analysis, synthesis, deduction, induction) – development                         | 48.5  | 47.0 | 4.5  | 50.8                         | 42.6 | 6.6  | 6.6  |
| Critical thinking – development, active absorption of information                                  | 43.8  | 49.2 | 6.9  | 41.3                         | 44.4 | 14.3 | 14.3 |
| Structure of knowledge – terms, context  | 56.3  | 43.1 | 0.7  | 55.3                         | 44.7 | 0.0  | 0.0  |
| Assigned tasks support equal opportunities for education – they take into account skills of pupils | 60.0  | 38.5 | 1.5  | 69.6                         | 29.0 | 1.4  | 1.4  |
| Work with texts – independent, popular literature, references, satisfying pupils' interest         | 33.3  | 48.6 | 18.1 | 31.3                         | 53.1 | 15.6 | 15.6 |
| Work with ICT – independent, beneficial for development of pupils' personality                     | 60.8  | 17.6 | 21.6 | 50.0                         | 50.0 | 0.0  | 0.0  |



ICT – Organisation, Forms and Methods of Teaching in Visited Basic and Secondary Schools

| Organisation, forms and methods of teaching  | Basic education |    |    |                |      |     | Secondary education       |       |   |                                |      |      |      |      |     |            |      |      |  |  |
|--|-----------------|----|----|----------------|------|-----|---------------------------|-------|---|--------------------------------|------|------|------|------|-----|------------|------|------|--|--|
|  | BS – elem. lev. |    |    | BS – 2nd level |      |     | SGSs 6 and 8 lower grades |       |   | SGS 4+SGS 6 and 8 upper grades |      |      | SVS  |      |     | SVS+Lyceum |      |      |  |  |
|  | 2               | 1- | +3 | 2              | 1-   | +3  | 2                         | 1-    | +3  | 2                              | 1-   | +3   | 2    | 1-   | +3  | 2          | 1-   | +3   |  |  |
|  | -               | -  | -  | 52*            | 7    | 26  | 32                        | 9     | Frequency of evaluations of organisation, forms and methods of teaching using scale from one to three (%) |                                |      |      |      |      |     |            |      |      |  |  |
| Lecture, explanation – effectiveness, appropriateness  | -               | -  | -  | 55.8           | 42.3 | 1.9 | 42.9                      | 57.1  | 0.0   | 31.8                           | 63.6 | 4.5  | 71.0 | 25.8 | 3.2 | 50.0       | 50.0 | 0.0  |  |  |
| Heuristic method – adequacy, appropriateness   | -               | -  | -  | 59.1           | 38.6 | 2.3 | 40.0                      | 40.0  | 20.0  | 20.0                           | 73.3 | 6.7  | 56.5 | 43.5 | 0.0 | 37.5       | 62.5 | 0.0  |  |  |
| Experiments – analysis, explanation, object-teaching   | -               | -  | -  | 53.1           | 43.8 | 3.1 | 0.0                       | 100.0 | 0.0   | 50.0                           | 50.0 | 0.0  | 64.3 | 28.6 | 7.1 | 66.7       | 33.3 | 0.0  |  |  |
| Switching methods during the lesson – their appropriateness  | -               | -  | -  | 31.3           | 66.7 | 2.1 | 0.0                       | 83.3  | 16.7  | 31.8                           | 54.5 | 13.6 | 33.3 | 66.7 | 0.0 | 33.3       | 55.6 | 11.1 |  |  |
| Mathematical model – appropriateness   | -               | -  | -  | 44.8           | 51.7 | 3.4 | 33.3                      | 66.7  | 0.0   | 66.7                           | 33.3 | 0.0  | 61.9 | 38.1 | 0.0 | 100.0      | 0.0  | 0.0  |  |  |
| Abstract imagination – development   | -               | -  | -  | 37.8           | 57.8 | 4.4 | 0.0                       | 50.0  | 50.0  | 50.0                           | 50.0 | 0.0  | 65.4 | 34.6 | 0.0 | 42.9       | 57.1 | 0.0  |  |  |
| Logical thinking (analysis, synthesis, deduction, induction) – development                         | -               | -  | -  | 47.9           | 47.9 | 4.2 | 80.0                      | 20.0  | 0.0   | 65.0                           | 35.0 | 0.0  | 69.2 | 30.8 | 0.0 | 55.6       | 44.4 | 0.0  |  |  |
| Critical thinking – development, active absorption of information                                  | -               | -  | -  | 45.8           | 47.9 | 6.3 | 80.0                      | 0.0   | 20.0  | 33.3                           | 55.6 | 11.1 | 56.5 | 39.1 | 4.3 | 50.0       | 50.0 | 0.0  |  |  |
| Structure of knowledge – terms, context  | -               | -  | -  | 63.5           | 34.6 | 1.9 | 60.0                      | 40.0  | 0.0   | 57.1                           | 42.9 | 0.0  | 77.4 | 22.6 | 0.0 | 66.7       | 33.3 | 0.0  |  |  |
| Assigned tasks support equal opportunities for education – they take into account skills of pupils | -               | -  | -  | 71.2           | 26.9 | 1.9 | 100.0                     | 0.0   | 0.0   | 73.9                           | 26.1 | 0.0  | 87.1 | 12.9 | 0.0 | 87.5       | 12.5 | 0.0  |  |  |
| Work with texts – independent, popular literature, references, satisfying pupils' interest         | -               | -  | -  | 40.6           | 50.0 | 9.4 | 100.0                     | 0.0   | 0.0   | 64.7                           | 23.5 | 11.8 | 60.0 | 33.3 | 6.7 | 20.0       | 80.0 | 0.0  |  |  |
| Work with ICT – independent, beneficial for development of pupils' personality                     | -               | -  | -  | 88.2           | 9.8  | 2.0 | 83.3                      | 16.7  | 0.0   | 73.1                           | 23.1 | 3.8  | 90.3 | 9.7  | 0.0 | 66.7       | 33.3 | 0.0  |  |  |

\* Number of observed teaching lessons in all schools of the relevant level of education

Table B 15

## Analysis of Complaints and Suggestions

| Monitored indicator  | KGs |      | BSs |      | SSs |      | SVSs |     | Other |      | Total 2009/2010 |      | Total 2008/2009 |      |
|--|-----|------|-----|------|-----|------|------|-----|-------|------|-----------------|------|-----------------|------|
|  | T   | J    | T   | J    | T   | J    | T    | J   | T     | J    | T               | J    | T               | J    |
| Number of complaints                                       | 49  | x    | 233 | x    | 117 | x    | 1    | x   | 16    | x    | 416             | x    | 383             | x    |
| Number of points included in complaints                    | 86  | 40   | 474 | 162  | 207 | 45   | 4    | 0   | 25    | 7    | 796             | 254  | 885             | 224  |
| of which justified points of complaints (%)                |     | 46.5 |     | 34.2 |     | 21.7 |      | 0.0 |       | 28.0 |                 | 31.9 |                 | 25.3 |
| Communication with statutory representatives, parents etc. | 17  | 7    | 87  | 35   | 25  | 8    | -    | -   | 1     | -    | 130             | 50   | 121             | 37   |
| Corrective measures and evaluation of behaviour            | -   | -    | 41  | 17   | 10  | 4    | -    | -   | 3     | -    | 54              | 21   | 64              | 16   |
| Evaluation of education achievement                        | -   | -    | 25  | 7    | 23  | 3    | 1    | -   | 1     | -    | 50              | 10   | 63              | 18   |
| Examination before the commission                          | -   | -    | 7   | 1    | 7   | 3    | 1    | -   | -     | -    | 15              | 4    | 25              | 7    |
| Completing education                                       | 1   | 1    | 2   | -    | 6   | -    | -    | -   | -     | -    | 9               | 1    | 9               | 2    |
| Not tackling bullying                                      | -   | -    | 23  | 4    | 6   | -    | -    | -   | -     | -    | 29              | 4    | 31              | 7    |
| Physical punishment of pupils                              | 2   | 2    | 10  | 6    | -   | -    | -    | -   | -     | -    | 12              | 8    | 5               | 1    |
| Safety of children, pupils and students                    | 16  | 7    | 35  | 15   | 7   | 3    | -    | -   | 2     | -    | 60              | 25   | 51              | 11   |
| Level and course of education                              | 7   | 4    | 30  | 7    | 22  | 4    | -    | -   | 3     | 1    | 62              | 16   | 35              | 7    |
| Staffing, assurance of class instruction                   | 5   | -    | 15  | 1    | 8   | -    | -    | -   | -     | -    | 28              | 1    | 51              | 15   |
| Material conditions for class instruction (equipment)      | -   | -    | 1   | -    | 4   | 2    | -    | -   | 1     | -    | 6               | 2    | 11              | 2    |
| School operations and organisation of teaching             | 10  | 6    | 24  | 10   | 15  | 2    | -    | -   | 1     | -    | 50              | 18   | 25              | 5    |
| Rules of Order   | 1   | 1    | 12  | 9    | 8   | 2    | -    | -   | -     | -    | 21              | 12   | 13              | 3    |
| Decisions of head teachers on admission, transfers etc.    | 1   | -    | 5   | 2    | 6   | 3    | -    | -   | -     | -    | 12              | 5    | 6               | 1    |
| Not providing services stipulated by education law         | -   | -    | 5   | 1    | 2   | -    | -    | -   | -     | -    | 7               | 1    | -               | -    |
| Education of pupils with special education needs           | 2   | 1    | 27  | 11   | 3   | -    | -    | -   | -     | -    | 32              | 12   | 42              | 9    |
| Education of minorities                                    | -   | -    | -   | -    | -   | -    | -    | -   | -     | -    | -               | -    | -               | -    |
| Discrimination   | -   | -    | 9   | 3    | 7   | 3    | -    | -   | -     | -    | 16              | 6    | 41              | 13   |
| Payments for education and school services                 | 4   | 1    | 5   | 2    | 1   | -    | -    | -   | -     | -    | 10              | 3    | 4               | -    |
| Utilisation of state budget funds                          | -   | -    | 2   | 2    | 2   | -    | -    | -   | -     | -    | 4               | 2    | 7               | 3    |
| Provision of meals in schools                              | 2   | 2    | -   | -    | 1   | -    | -    | -   | 3     | 2    | 6               | 4    | 7               | 1    |
| Political activity   | -   | -    | 1   | 1    | -   | -    | -    | -   | -     | -    | 1               | 1    | 8               | 5    |
| Inappropriate promotion/advertisement                      | -   | -    | -   | -    | -   | -    | -    | -   | -     | -    | -               | -    | 1               | -    |
| Other complaints   | 18  | 8    | 90  | 26   | 39  | 7    | 2    | -   | 9     | 4    | 158             | 45   | 210             | 46   |
| Complaints not resolved                                    | -   | -    | 14  | 1    | 2   | -    | -    | -   | -     | -    | 16              | 1    | 29              | 9    |
| Meeting of education programmes                            | -   | -    | 1   | 1    | 3   | 1    | -    | -   | -     | -    | 4               | 2    | 16              | 4    |
| Adopting measures for removing shortcomings                | -   | -    | 1   | -    | -   | -    | -    | -   | -     | -    | 1               | -    | 1               | -    |
| System of leadership and staff performance evaluation      | -   | -    | 2   | -    | -   | -    | -    | -   | 1     | -    | 3               | -    | 9               | 2    |

Key: T = total number of suggestions (complaints), J = suggestion (complaint) was assessed as justified

**Table B 16a**
**Result of Public-Legal Audits – Comparison of the Number and Results of Audits in Kindergartens with All Other Checked Schools**

| <b>Monitored indicator</b>  | <b>2008</b>          |                     | <b>2009</b>          |                     |
|---|----------------------|---------------------|----------------------|---------------------|
|   | <b>Total schools</b> | <b>of which KGs</b> | <b>Total schools</b> | <b>of which KGs</b> |
| Number of entities checked  | 702                  | 258                 | 676                  | 96                  |
| Total amount of funds from the state budget in CZK allocated to the checked entity                      | 5,595,982,559        | 668,724,950         | 8,371,377,139        | 340,510,064         |
| Total amount of funds from the state budget in CZK checked by the CSI                                   | 5,482,016,709        | 641,789,390         | 7,378,488,274        | 278,549,947         |
| Total amount in CZK of detected irregularities  | 14,590,015           | 2,269,893           | 15,302,418           | 204,687             |
| Amount in CZK of detected irregularities per CZK 1,000 of checked funds allocated from the state budget | 3.067                | 3.537               | 2.073                | 0.7389              |
| Violation of budgetary discipline in CZK  | 11,467,035           | 96,713              | 7,044,402            | 127,625             |
| Violation of budgetary discipline in CZK per CZK 1,000 of checked funds allocated from the state budget | 2.411                | 0.151               | 0.955                | 0.461               |
| Number of suggestions for further investigation submitted to tax authorities                            | 3                    | 0                   | 8                    | 0                   |
| Number of suggestions for further investigation submitted to regional authorities                       | 27                   | 3                   | 86                   | 4                   |

**Table B 16b**
**Result of Public-Legal Audits – Comparison of the Number and Results of Audits in Basic Schools with All Other Checked Schools**

| <b>Monitored indicator</b>  | <b>2008</b>          |                     | <b>2009</b>          |                     |
|---|----------------------|---------------------|----------------------|---------------------|
|   | <b>Total schools</b> | <b>of which BSS</b> | <b>Total schools</b> | <b>of which BSS</b> |
| Number of entities checked  | 702                  | 154                 | 676                  | 100                 |
| Total amount of funds from the state budget in CZK allocated to the checked entity                      | 5,595,982,559        | 1,670,606,272       | 8,371,377,139        | 1,852,298,770       |
| Total amount of funds from the state budget in CZK checked by the CSI                                   | 5,482,016,709        | 1,406,034,975       | 7,378,488,274        | 1,282,872,249       |
| Total amount in CZK of detected irregularities  | 14,590,015           | 1,720,991           | 15,302,418           | 1,614,388           |
| Amount in CZK of detected irregularities per CZK 1,000 of checked funds allocated from the state budget | 3.067                | 1.224               | 2.073                | 1.258               |
| Violation of budgetary discipline in CZK  | 11,467,035           | 1,428,002           | 7,044,402            | 1,159,088           |
| Violation of budgetary discipline in CZK per CZK 1,000 of checked funds allocated from the state budget | 2.411                | 1.001               | 0.955                | 0.904               |
| Number of suggestions for further investigation submitted to tax authorities                            | 3                    | 0                   | 8                    | 0                   |
| Number of suggestions for further investigation submitted to regional authorities                       | 27                   | 8                   | 86                   | 20                  |

**Table B 16c**
**Result of Public-Legal Audits – Comparison of the Number and Results of Audits in Secondary Schools with All Other Checked Schools**

| <b>Monitored indicator</b>  | <b>2008</b>          |                    | <b>2009</b>          |                    |
|---|----------------------|--------------------|----------------------|--------------------|
|   | <b>Total schools</b> | <b>of which Ss</b> | <b>Total schools</b> | <b>of which Ss</b> |
| Number of entities checked  | 702                  | 51                 | 676                  | 42                 |
| Total amount of funds from the state budget in CZK allocated to the checked entity                      | 5,595,982,559        | 1,295,403,229      | 8,371,377,139        | 1,122,833,547      |
| Total amount of funds from the state budget in CZK checked by the CSI                                   | 5,482,016,709        | 1,108,753,502      | 7,378,488,274        | 851,722,985        |
| Total amount in CZK of detected irregularities  | 14,590,015           | 625,488            | 15,302,418           | 1,523,562          |
| Amount in CZK of detected irregularities per CZK 1,000 of checked funds allocated from the state budget | 3.067                | 0.564              | 2.073                | 1.779              |
| Violation of budgetary discipline in CZK  | 11,467,035           | 333,446            | 7,044,402            | 29,675             |
| Violation of budgetary discipline in CZK per CZK 1,000 of checked funds allocated from the state budget | 2.411                | 0.301              | 0.955                | 0.035              |
| Number of suggestions for further investigation submitted to tax authorities                            | 3                    | 0                  | 8                    | 0                  |
| Number of suggestions for further investigation submitted to regional authorities                       | 27                   | 4                  | 86                   | 8                  |

Table B 17

## National Development Projects (DP)

| Participation of schools in National Development Projects – comparisons of 2008/2009 and 2009/2010 with calculation of year-on-year changes |   |       |       |        |       |       |        |       |       |        |       |        |       |       |       |
|---|---|-------|-------|--------|-------|-------|--------|-------|-------|--------|-------|--------|-------|-------|-------|
| Field of education  | Project name  | KGs   |       | BSS    |       | SSs   |        | Other |       | Total  |       | Change | 60/80 | 90/10 |       |
|   |   | 08/09 | 09/10 | Change | 08/09 | 09/10 | Change | 08/09 | 09/10 | Change | 08/09 |        |       |       | 09/10 |
| Foreign languages   | DP supporting foreign language teaching   |       | 13    | 14     | 1     |       |        |       |       |        |       |        | 13    | 14    | 1     |
|   |   |       | 23    | 22     | -1    |       |        |       |       |        |       |        |       | 23    | 22    |
| Environmental education   | Support for environmental education, instruction and culture  | 4     | 4     | 41     | -13   | 16    | 22     | 6     | 1     |        |       |        | 75    | 67    | -8    |
|   |   | 15    | 7     | 583    | -191  | 200   | 153    | -47   | 7     | 6      | -1    | 805    | 558   | -247  |       |
| Education focusing on development of pupils' interests  | Support for connectivity of schools in the framework of State Information Policy in Education           |       | 4     | 17     | 13    | 6     | 18     | 12    | 22    | 1      | -21   | 32     | 36    | 4     |       |
|   |   |       | 5     | 3      | -2    | 1     |        |       |       |        |       | 6      | 3     | -3    |       |
| Education of foreign nationals  | DP assurance of free preparation for inclusion of third country nationals (children) in basic education |       | 3     | 3      | 0     |       |        |       |       |        |       | 3      | 3     | 0     |       |
|   |   |       | 1     |        | -1    |       | 1      | 1     |       |        |       | 1      | 1     |       |       |
| Financing of teachers' assistants   | DP supporting activities aiming at integration of foreign nationals                                     | 6     | 3     | 15     | -3    | 7     | 10     | 3     |       |        |       | 28     | 25    | -3    |       |
|   |   |       | 2     | 36     | 49    |       | 4      | 4     | 1     | 1      | 1     | 36     | 92    | 56    |       |
| Education of national minorities, ethnic groups, inter-cultural education   | DP supporting activities aimed at integration of Roma community   | 1     | 1     | 5      | 4     | 2     |        | -2    |       |        |       | 3      | 6     | 3     |       |
|   |   |       | 2     | 1      | -1    |       | 1      | 1     |       |        |       | 2      | 2     |       |       |
| Prevention of socio-pathological phenomena  | RP supporting Roma pupils in secondary schools  | 1     | 2     | 2      | 2     | 73    | 73     | 0     | 3     | 3      | 73    | 79     | 6     |       |       |
|   |   |       | 2     | 44     | 18    | 22    | 45     | 23    | 7     | 9      | 2     | 73     | 118   | 45    |       |
| Further education of teachers   | Programmes aimed at activities pertaining to prevention of socio-pathological phenomena                 |       | 2     | 95     | -4    |       |        | 0     |       |        |       | 95     | 93    | -2    |       |
|   |   |       | 1     |        | -1    | 102   | 93     | -9    | 1     | 1      | 103   | 94     | -9    |       |       |

| Participation of schools in National Development Projects – comparisons of 2008/2009 and 2009/2010 with calculation of year-on-year changes |   |            |              |              |              |              |              |            |            |              |              |           |              |
|---|---|------------|--------------|--------------|--------------|--------------|--------------|------------|------------|--------------|--------------|-----------|--------------|
| Field of education  | Project name  | KGs        |              | BSs          |              | SSs          |              | Other      |            | Total        |              | Change    |              |
|   |   | 08/09      | 09/10        | 08/09        | 09/10        | 08/09        | 09/10        | 08/09      | 09/10      | 08/09        | 09/10        |           |              |
|   | Support for preparation of sport talent in SGGs focusing on sports  |            |              |              |              | 7            | 4            |            | 0          | 7            | 4            |           |              |
|   | Increase in unclaimable components and motivation components of salaries of teachers teaching in regional schools with respect to the quality of their work   | 377        | 399          | 540          | 834          | 148          | 268          |            | 53         | 1,196        | 1,554        |           | 358          |
|   | Increase in unclaimable components and motivation components of salaries of teachers teaching in regional schools with respect to the quality of their work in 2009   |            | 277          |              | 480          |              | 182          |            | 51         |              | 990          |           | 990          |
|   | Strengthening the remuneration level of school employees other than teachers  |            | 246          |              | 474          |              | 170          |            | 52         |              | 942          |           | 942          |
|   | Support of reading literacy in basic schools in 2008  |            |              | 4            | 9            |              | 1            |            |            | 4            | 10           |           | 6            |
|   | Alternative provision of meals to children, pupils and students in regional and municipal schools   |            |              | 2            | 3            |              | 7            |            |            | 2            | 10           |           | 8            |
| Other areas   | Support of further education of teachers in regions   | 8          |              | 8            |              | 2            |              |            | 2          | 1            | 2            | 1         | 19           |
|   | Financing lessons for smaller classroom groups in pilot SGGs from September 2009 to August 2011   |            |              |              |              |              | 6            |            |            |              | 6            |           | 6            |
|   | Support for tackling the impact of year-on-year decrease in the number of pupils and related necessity to decrease the number of employees in regional education system ("Density") and support for addressing specific problems of regional school systems operating within the responsibility of regional authorities ("Specificities") in 2009 |            | 55           |              | 266          |              | 60           |            | 4          |              | 385          |           | 385          |
|   | Support for schools implementing inclusive education and education of children and pupils who are socially disadvantaged  |            |              |              | 7            |              | 1            |            | 1          |              | 9            |           | 9            |
|   | DP – School aids to be used by pupils of 1st grades of basic education  |            | 10           |              | 370          |              | 2            |            |            |              | 382          |           | 382          |
|   | <b>Total</b>  | <b>410</b> | <b>1,009</b> | <b>1,434</b> | <b>3,193</b> | <b>1,759</b> | <b>1,121</b> | <b>184</b> | <b>169</b> | <b>2,599</b> | <b>5,507</b> | <b>15</b> | <b>2,908</b> |
|   | <b>Year-on-year growth (%)</b>  |            | <b>146.1</b> |              | <b>122.7</b> |              | <b>91.3</b>  |            | <b>8.9</b> |              | <b>111.9</b> |           |              |



Table B 18a

## Evaluation of School Climate in Principal Indicators at the Level of Schools

| Principal indicator  | Indicator   | Evaluation          | Total       | KGs  | BSs  | SSs  |
|--|---|---------------------|-------------|------|------|------|
|  |   |                     | 822         | 325  | 372  | 124  |
| I. indicator – interpersonal relations in the schools            | Conflict-free communication   | completely agree    | <b>58.9</b> | 64.9 | 59.4 | 58.9 |
|  |   | somewhat agree      | <b>38.8</b> | 32.0 | 39.0 | 38.8 |
|  |   | somewhat disagree   | <b>1.8</b>  | 2.2  | 1.3  | 1.8  |
|  |   | completely disagree | <b>0.5</b>  | 0.9  | 0.3  | 0.5  |
|  | Mutual tolerance between pupils and adults                                | completely agree    | <b>46.3</b> | 63.7 | 40.9 | 46.3 |
|  |   | somewhat agree      | <b>52.7</b> | 35.4 | 57.8 | 52.7 |
|  |   | somewhat disagree   | <b>0.7</b>  | 0.6  | 1.1  | 0.7  |
|  | Diminishing manifestations of aggressive behaviour among pupils           | completely disagree | <b>0.2</b>  | 0.3  | 0.3  | 0.2  |
|  |   | completely agree    | <b>51.8</b> | 61.1 | 45.9 | 51.8 |
|  |   | somewhat agree      | <b>46.6</b> | 38.0 | 52.2 | 46.6 |
|  |   | somewhat disagree   | <b>1.0</b>  | 0.6  | 1.1  | 1.0  |
|  | When carrying out activities cooperation prevails (cooperative behaviour) | completely disagree | <b>0.6</b>  | 0.3  | 0.8  | 0.6  |
|  |   | completely agree    | <b>35.7</b> | 43.5 | 31.8 | 35.7 |
|  |   | somewhat agree      | <b>59.1</b> | 52.5 | 62.0 | 59.1 |
|  |   | somewhat disagree   | <b>4.8</b>  | 3.4  | 5.9  | 4.8  |
| II. indicator – school environment and care for it               | School possesses very good equipment                                      | completely disagree | <b>0.4</b>  | 0.6  | 0.3  | 0.4  |
|  |   | completely agree    | <b>26.4</b> | 29.8 | 24.2 | 26.4 |
|  |   | somewhat agree      | <b>60.0</b> | 58.5 | 59.4 | 60.0 |
|  |   | somewhat disagree   | <b>12.7</b> | 10.2 | 15.6 | 12.7 |
|  | Creative use of current conditions  | completely disagree | <b>1.0</b>  | 1.5  | 0.8  | 1.0  |
|  |   | completely agree    | <b>44.4</b> | 54.5 | 41.4 | 44.4 |
|  |   | somewhat agree      | <b>49.9</b> | 39.1 | 53.8 | 49.9 |
|  |   | somewhat disagree   | <b>5.0</b>  | 5.5  | 4.3  | 5.0  |
|  | Conditions for relaxing and diminishing stressing environment             | completely disagree | <b>0.7</b>  | 0.9  | 0.5  | 0.7  |
|  |   | completely agree    | <b>43.2</b> | 51.9 | 41.9 | 43.2 |
|  |   | somewhat agree      | <b>52.1</b> | 42.0 | 55.6 | 52.1 |
|  |   | somewhat disagree   | <b>3.9</b>  | 4.9  | 1.9  | 3.9  |
|  | Assistance in care for school environment                                 | completely disagree | <b>0.9</b>  | 1.2  | 0.5  | 0.9  |
|  |   | completely agree    | <b>49.8</b> | 58.8 | 51.3 | 49.8 |
|  |   | somewhat agree      | <b>47.3</b> | 38.5 | 47.0 | 47.3 |
| somewhat disagree  |   | <b>2.6</b>          | 2.2         | 1.6  | 2.6  |      |
| III. indicator – fellowship with the school (with a school team) | Democratic environment  | completely disagree | <b>0.4</b>  | 0.6  | 0.0  | 0.4  |
|  |   | completely agree    | <b>59.8</b> | 67.7 | 57.1 | 59.8 |
|  |   | somewhat agree      | <b>37.0</b> | 28.9 | 39.9 | 37.0 |
|  |   | somewhat disagree   | <b>2.2</b>  | 2.2  | 2.2  | 2.2  |
|  | Diminishing influence of power as a distance between US and THEM          | completely disagree | <b>1.0</b>  | 1.2  | 0.8  | 1.0  |
|  |   | completely agree    | <b>58.3</b> | 67.9 | 55.0 | 58.3 |
|  |   | somewhat agree      | <b>36.7</b> | 28.1 | 40.4 | 36.7 |
|  |   | somewhat disagree   | <b>3.4</b>  | 3.1  | 3.2  | 3.4  |
|  | Good reputation of the school – general acceptance                        | completely disagree | <b>1.6</b>  | 0.9  | 1.3  | 1.6  |
|  |   | completely agree    | <b>59.3</b> | 66.5 | 55.6 | 59.3 |
|  |   | somewhat agree      | <b>38.3</b> | 31.1 | 42.2 | 38.3 |
|  |   | somewhat disagree   | <b>2.2</b>  | 1.8  | 2.2  | 2.2  |
|  | Natural loyal behaviour   | completely disagree | <b>0.2</b>  | 0.6  | 0.0  | 0.2  |
|  |   | completely agree    | <b>58.4</b> | 66.7 | 55.4 | 58.4 |
|  |   | somewhat agree      | <b>39.1</b> | 30.6 | 42.5 | 39.1 |
| somewhat disagree  |   | <b>2.1</b>          | 2.5         | 1.9  | 2.1  |      |
|  |   | completely disagree | <b>0.5</b>  | 0.3  | 0.3  | 0.5  |

Table B 18b

## School Climate – Opinions of Head Teachers and Teachers of Visited Schools

| Indicator of the school climate level                       | Target group | Pre-school education<br>HT – 183/T – 495 |      |      |             | Basic education<br>HT – 289/T – 1,147 |      |      |             | Secondary education<br>HT – 77/T – 554 |      |      |             |
|---|--------------|--|------|------|-------------|---------------------------------------|------|------|-------------|--|------|------|-------------|
|   |              | 1  | 2    | 3    | 4           | 1                                     | 2    | 3    | 4           | 1                                      | 2    | 3    | 4           |
| Good interpersonal relations                                | HT           | 0.5                                      | 1.6  | 23.7 | <b>74.2</b> | 0.0                                   | 0.0  | 32.5 | <b>67.5</b> | 0.0                                    | 2.6  | 45.5 | <b>51.9</b> |
|   | T            | 0.6                                      | 1.0  | 25.1 | <b>73.3</b> | 0.6                                   | 1.3  | 34.0 | <b>64.1</b> | 0.2                                    | 3.6  | 45.5 | <b>50.7</b> |
| Open, informal communication                                | HT           | 0.5                                      | 3.3  | 21.3 | <b>74.9</b> | 1.0                                   | 0.7  | 29.4 | <b>68.9</b> | 0.0                                    | 1.3  | 40.3 | <b>58.4</b> |
|   | T            | 0.8                                      | 2.8  | 25.7 | <b>70.7</b> | 0.3                                   | 1.2  | 37.7 | <b>60.8</b> | 0.9                                    | 3.8  | 44.7 | <b>50.5</b> |
| Enjoyable climate for both children and adults              | HT           | 0.5                                      | 0.5  | 16.9 | <b>82.1</b> | 0.0                                   | 0.7  | 49.8 | <b>49.5</b> | 0.0                                    | 0.0  | 66.2 | <b>33.8</b> |
|   | T            | 0.0                                      | 0.0  | 19.4 | <b>80.6</b> | 0.2                                   | 1.8  | 56.6 | <b>41.5</b> | 0.4                                    | 4.4  | 63.2 | <b>32.0</b> |
| Mutual assistance and tolerance among children              | HT           | 0.0                                      | 0.5  | 55.2 | <b>44.3</b> | 0.3                                   | 3.5  | 71.6 | <b>24.6</b> | 0.0                                    | 6.8  | 75.7 | <b>17.6</b> |
|   | T            | 1.2                                      | 2.0  | 59.2 | <b>37.6</b> | 0.2                                   | 10.3 | 70.8 | <b>18.7</b> | 0.7                                    | 13.7 | 74.8 | <b>10.8</b> |
| Respect for needs of children/pupils                        | HT           | 0.5                                      | 0.0  | 16.9 | <b>82.6</b> | 0.0                                   | 0.0  | 27.3 | <b>72.7</b> | 1.4                                    | 2.7  | 40.5 | <b>55.4</b> |
|   | T            | 0.6                                      | 0.6  | 14.2 | <b>84.6</b> | 0.5                                   | 0.5  | 35.0 | <b>64.0</b> | 0.4                                    | 2.2  | 46.5 | <b>50.9</b> |
| Good cooperation with parents                               | HT           | 0.5                                      | 1.6  | 46.5 | <b>51.4</b> | 0.0                                   | 6.6  | 57.1 | <b>36.3</b> | 0.0                                    | 9.2  | 52.6 | <b>38.2</b> |
|   | T            | 0.6                                      | 2.2  | 47.9 | <b>49.3</b> | 1.3                                   | 7.9  | 58.9 | <b>31.9</b> | 0.9                                    | 14.9 | 59.3 | <b>24.9</b> |
| Respect for needs of teachers                               | HT           | 0.5                                      | 0.0  | 24.1 | <b>75.4</b> | 0.0                                   | 0.7  | 31.5 | <b>67.8</b> | 0.0                                    | 0.0  | 43.4 | <b>56.6</b> |
|   | T            | 0.6                                      | 3.2  | 32.5 | <b>63.7</b> | 0.5                                   | 2.9  | 46.2 | <b>50.4</b> | 1.4                                    | 8.1  | 54.3 | <b>36.1</b> |
| Financial remuneration as appreciation of teachers' work    | HT           | 41.4                                     | 10.9 | 53.0 | <b>31.7</b> | 3.5                                   | 17.0 | 53.8 | <b>25.7</b> | 2.7                                    | 12.3 | 52.1 | <b>32.9</b> |
|   | T            | 6.1                                      | 20.7 | 47.2 | <b>26.0</b> | 3.9                                   | 22.4 | 52.3 | <b>21.4</b> | 10.8                                   | 27.1 | 47.6 | <b>14.5</b> |
| Optimal working conditions for teachers                     | HT           | 0.5                                      | 6.0  | 45.4 | <b>48.1</b> | 1.0                                   | 4.2  | 57.8 | <b>37.0</b> | 3.9                                    | 1.3  | 50.1 | <b>44.7</b> |
|   | T            | 1.4                                      | 4.1  | 40.9 | <b>53.6</b> | 0.3                                   | 4.5  | 52.5 | <b>42.7</b> | 1.3                                    | 13.2 | 57.4 | <b>28.1</b> |
| Opportunities for innovation and self-fulfilment            | HT           | 0.0                                      | 1.6  | 27.4 | <b>71.0</b> | 0.0                                   | 1.7  | 39.8 | <b>58.5</b> | 0.0                                    | 6.5  | 31.2 | <b>62.3</b> |
|   | T            | 0.6                                      | 2.8  | 28.5 | <b>68.1</b> | 0.3                                   | 3.1  | 40.8 | <b>55.8</b> | 1.4                                    | 11.4 | 47.7 | <b>39.5</b> |
| Meeting individual ideas about the profession               | HT           | 1.1                                      | 1.1  | 39.9 | <b>57.9</b> | 0.3                                   | 6.3  | 45.1 | <b>48.3</b> | 1.3                                    | 1.3  | 36.4 | <b>61.0</b> |
|   | T            | 1.2                                      | 1.8  | 31.4 | <b>65.6</b> | 0.7                                   | 6.5  | 51.2 | <b>41.6</b> | 1.3                                    | 9.6  | 56.9 | <b>32.3</b> |
| Enjoyable working environment                               | HT           | 0.0                                      | 1.1  | 27.3 | <b>71.6</b> | 0.0                                   | 1.0  | 31.5 | <b>67.5</b> | 0.0                                    | 0.0  | 39.0 | <b>61.0</b> |
|   | T            | 0.4                                      | 1.8  | 25.1 | <b>72.7</b> | 0.4                                   | 1.8  | 36.3 | <b>61.5</b> | 1.1                                    | 8.3  | 46.0 | <b>44.6</b> |
| Functional prevention of risky behaviour of children/pupils | HT           | 0.0                                      | 1.1  | 48.9 | <b>50.0</b> | 0.3                                   | 1.0  | 39.5 | <b>59.2</b> | 0.0                                    | 1.3  | 46.1 | <b>52.6</b> |
|   | T            | 0.4                                      | 3.3  | 37.2 | <b>59.1</b> | 0.4                                   | 3.1  | 49.4 | <b>47.1</b> | 1.5                                    | 6.1  | 56.8 | <b>35.6</b> |

Key:

1 – completely disagree, 2 – somewhat disagree 3 – somewhat agree, 4 – completely agree;

HT – head teachers

T – teachers

**Tables B 19a–d**
**Overview of Mistakes Made by Schools – Numbers of Deadlines Provided to Schools to Remove Deficiencies**

Table B 19a

## Education Act

| Monitored indicator   | KGs<br>119 | BSs<br>360 | SSs<br>236 |
|---|------------|------------|------------|
| Sec. 28 – Documentation of Schools and School Facilities                        | 12         | 40         | 22         |
| Sec. 30 – School Rules of Order, Internal Rules of Order, and Scholarship Rules | 7          | 16         | 18         |
| Sec. 164 – Head Teachers of Schools/School Facilities                           | 4          | 41         | 10         |
| Sec. 165 – Head Teachers of Schools/School Facilities                           | 4          | 49         | 1          |
| Sec. 166 – Head Teachers of Schools/School Facilities                           | –          | 2          | –          |
| Sec. 167 – School Board   | –          | 2          | 3          |
| Sec. 168 – School Board   | 1          | 7          | –          |
| Sec. 59 – Conditions of Admission to Secondary Schools                          | –          | –          | 1          |
| Sec. 60 – Admission to the First Grade of Education at Secondary Schools        | –          | –          | 8          |
| Sec. 72 – Ways of Completing Secondary Education                                | –          | –          | 2          |
| Sec. 74 – Final Examination   | –          | –          | 2          |
| Sec. 5-6 – School Education Programme   | 4          | 18         | 9          |
| Sec. 41 – Individual Education  | –          | 1          | –          |
| <b>Total number of permitted extra time limits to remove shortcomings</b>       | <b>32</b>  | <b>176</b> | <b>76</b>  |

Table B 19b

## Public-Legal Audits

| Monitored indicator   | KGs<br>156 | BSs<br>364 | SSs<br>65 |
|---|------------|------------|-----------|
| Binding indicators were not respected   | 9          | 15         | 2         |
| Financial resources were not used legitimately  | 11         | 44         | 13        |
| Legal regulations laying down the rules for drawing on state budget were not adhered to | 34         | 70         | 19        |
| Funds from the state budget were not duly reported                                      | 3          | 9          | 0         |
| Shortcomings pertaining to staffing were found  | 12         | 54         | 18        |
| <b>Total number of permitted extra time limits to remove shortcomings</b>               | <b>69</b>  | <b>192</b> | <b>52</b> |

Table B 19c

## Provision of Meals

| Monitored indicator   | KGs<br>98 | BSs<br>135 | SSs<br>25 |
|---|-----------|------------|-----------|
| Limit for purchase of food was not respected                              | 11        | 8          | 6         |
| Financial limits were not respected                                       | 8         | 6          | 4         |
| Conditions for provision of meals in schools were not respected           | 2         | 4          | 2         |
| Discrepancies in accounting were found                                    | 5         | 8          | 1         |
| <b>Total number of permitted extra time limits to remove shortcomings</b> | <b>26</b> | <b>26</b>  | <b>13</b> |

Table B 19d

## Occupational Health and Safety (OHS)

| Monitored indicator   | KGs<br>46 | BSs<br>119 | SSs<br>39 |
|---|-----------|------------|-----------|
| Inclusion of OSH issues in the Rules of Order (internal rules of the school)  | 1         | 2          | –         |
| Risk assessment in the school   | –         | 1          | –         |
| Adoption of appropriate measures to reduce risks  | –         | 6          | 1         |
| Provability of documentation on training teachers in OSH issues (training pursuant to Sec. 103 (2) of the Labour Code)        | 1         | 2          | 1         |
| Training of teachers responsible for first aid pursuant to Sec. 102 (6) of the Labour Code                                    | 3         | 5          | 1         |
| Training of teachers in accordance with Annex 2 of Decree No. 106/2001 Coll.  | 10        | 21         | 3         |
| Providing information on the Rules of Order   | 1         | –          | –         |
| Providing children, pupils and students with information on rules valid for risk in workplaces                                | 1         | 1          | –         |
| Providing information on road safety  | 1         | 3          | 2         |
| Providing information on measures to be followed in the case of emergency and rules of fire prevention                        | 1         | –          | –         |
| Providing information on organisation of first aid  | 2         | 1          | –         |
| Providing information on prohibition of some work to be carry out by juveniles (15-18 years of age)                           | 1         | 1          | –         |
| Providing information on safety signs and signals (evacuation, dangerous spots)   | 1         | –          | 1         |
| Pupils were provided with protective clothes and equipment (practical lessons)  | 2         | 1          | 5         |
| Providing pupils with information on how to use protective clothes and equipment (practicum)                                  | 1         | 1          | 1         |
| Safe premises of the school/school facility   |           |            |           |
| – classrooms  | 2         | 18         | –         |
| – gymnasiums  | –         | 14         | 3         |
| – playrooms   | 3         | 1          | –         |
| – playgrounds and other spaces for games  | 3         | 5          | 2         |
| – school canteen  | 1         | 4          | –         |
| – garden  | 6         | 5          | –         |
| – sanitary rooms and cloakrooms   | 3         | 10         | –         |
| Material conditions, availability of equipment  |           |            |           |
| – furniture appropriate for age of children, pupils and students  | –         | 1          | 1         |
| – appropriate lighting  | –         | –          | –         |
| – floor surface   | 1         | 5          | –         |
| – PT equipment  | 4         | 1          | –         |
| Registration of CCTV records was approved (Sec. 16 of Act 101/2001 Coll.)   | 1         | 7          | 2         |
| OHS inspection – performed once a year  | 1         | –          | 1         |
| Detected shortcomings have been removed   | 1         | –          | –         |
| Reviews, checks and experts' opinions done by relevant professionals  | 2         | –          | –         |
| Detected malfunctions have been removed   | 2         | –          | –         |
| Fist-aid cabinet content – corresponding with recommendations given by physicians responsible for labourers' medical care     | 4         | 2          | 3         |
| Expiration dates of medicines and dressing materials was respected  | 1         | –          | –         |
| Book of injury records – established and maintained in accordance with Decree No. 64/2005 Coll.                               | 3         | 13         | 5         |
| Injury records forwarded to specified authorities within the required deadlines   | 4         | 28         | 6         |
| Compensation for injuries – paid (by an insurance company, by the school from its own resources, by the founder)              | –         | 3          | 3         |
| Total numbers of injuries in the "register" correspond with the numbers of injuries recorded in the book(s) of injury records | 7         | 19         | 6         |
| <b>Total number of permitted extra time limits to remove shortcomings</b>   | <b>75</b> | <b>181</b> | <b>47</b> |

## Involvement of Schools in Different Forms of Further Education of Teachers (%)

| Forms of further education of teachers – pursuant to Sec. 1 of Decree No. 317/2005 Coll. (%)                      | KGs         |              | BSs          |             | large        |              | small        |             | SSs         |              | SGSs        |              | SVS         |             |
|---|-------------|--------------|--------------|-------------|--------------|--------------|--------------|-------------|-------------|--------------|-------------|--------------|-------------|-------------|
|   | small       | large        | small        | large       | small        | large        | small        | large       | small       | large        | small       | large        | small       | large       |
| Studies to satisfy qualification requirements   | 26.0        | 30.3         | 20.6         | 55.4        | 44.7         | 66.5         | 64.56        | 82.7        | 74.6        | 64.56        | 82.7        | 64.56        | 82.7        | 82.7        |
| Studies to satisfy further qualification requirements – ICT   | 8.8         | 10.4         | 6.9          | 14.3        | 7.9          | 21.1         | 17.72        | 21.4        | 19.8        | 17.72        | 21.4        | 17.72        | 21.4        | 21.4        |
| Studies to satisfy further qualification requirements – prevention of sociopathological phenomena                 | 5.3         | 6.3          | 4.0          | 17.0        | 9.2          | 25.2         | 22.78        | 20.4        | 21.5        | 22.78        | 20.4        | 22.78        | 20.4        | 20.4        |
| Studies to satisfy further qualification requirements – foreign languages   | 5.1         | 6.8          | 2.9          | 28.9        | 20.2         | 38.1         | 34.18        | 42.9        | 39.0        | 34.18        | 42.9        | 34.18        | 42.9        | 42.9        |
| Studies to broaden professional qualifications  | 28.5        | 33.5         | 22.3         | 36.1        | 25.9         | 46.8         | 44.3         | 55.1        | 50.3        | 44.3         | 55.1        | 44.3         | 55.1        | 55.1        |
| <b>Studies at least in one form of further education of teachers</b>  | <b>46.7</b> | <b>53.4</b>  | <b>38.3</b>  | <b>77.1</b> | <b>66.2</b>  | <b>88.5</b>  | <b>83.54</b> | <b>91.8</b> | <b>88.1</b> | <b>83.54</b> | <b>91.8</b> | <b>83.54</b> | <b>91.8</b> | <b>91.8</b> |
| <b>Forms of further education of teachers – according to topics and training courses and seminars</b>             | <b>KGs</b>  | <b>small</b> | <b>large</b> | <b>BSs</b>  | <b>small</b> | <b>large</b> | <b>SSs</b>   | <b>SGSs</b> | <b>SSs</b>  | <b>SGSs</b>  | <b>SVS</b>  | <b>SSs</b>   | <b>SGSs</b> | <b>SVS</b>  |
| Further education of teachers for performing managerial positions   | 43.7        | 46.2         | 40.6         | 60.1        | 51.8         | 68.8         | 48.1         | 41.8        | 44.6        | 48.1         | 41.8        | 44.6         | 48.1        | 41.8        |
| Further education of teachers for evaluating pupils and school self-evaluation                                    | 48.2        | 50.2         | 45.7         | 41.9        | 35.5         | 48.6         | 43.0         | 42.9        | 42.9        | 43.0         | 42.9        | 42.9         | 43.0        | 42.9        |
| Further education of teachers for special pedagogy  | 34.8        | 33.5         | 36.6         | 50.2        | 41.2         | 59.6         | 13.9         | 21.4        | 18.1        | 13.9         | 21.4        | 13.9         | 13.9        | 21.4        |
| Further education of teachers for improving competences of teachers concerning pedagogical and psychological work | 55.3        | 57.9         | 52.0         | 65.0        | 55.7         | 74.8         | 53.2         | 62.2        | 58.2        | 53.2         | 62.2        | 53.2         | 53.2        | 62.2        |
| Further education of teachers for understanding curricular reform of the FEP and SEPs                             | 60.4        | 62.9         | 57.1         | 58.3        | 52.6         | 64.2         | 54.4         | 63.3        | 59.3        | 54.4         | 63.3        | 54.4         | 54.4        | 63.3        |
| Further education of teachers in the area of ICT  | 31.8        | 34.8         | 28.0         | 52.7        | 39.0         | 67.0         | 60.8         | 64.3        | 62.7        | 60.8         | 64.3        | 60.8         | 60.8        | 64.3        |
| Further education of teachers – foreign languages   | 16.7        | 19.9         | 12.6         | 71.5        | 62.3         | 81.2         | 70.9         | 63.3        | 66.7        | 70.9         | 63.3        | 70.9         | 70.9        | 63.3        |
| Further education of teachers relating to reform of the school-leaving examination and final examination          | 1.8         | 1.8          | 1.7          | 4.5         | 3.9          | 5.0          | 91.1         | 82.7        | 86.4        | 91.1         | 82.7        | 91.1         | 91.1        | 82.7        |
| Further education of teachers for schools with low number of classes  | 0.5         | 0.9          | 0.0          | 15.9        | 30.3         | 0.9          | 0.0          | 0.0         | 0.0         | 0.0          | 0.0         | 0.0          | 0.0         | 0.0         |
| <b>Studies at least in one form of further education of teachers</b>  | <b>88.6</b> | <b>91.0</b>  | <b>85.7</b>  | <b>93.9</b> | <b>91.2</b>  | <b>96.8</b>  | <b>96.2</b>  | <b>94.9</b> | <b>95.5</b> | <b>96.2</b>  | <b>94.9</b> | <b>95.5</b>  | <b>96.2</b> | <b>94.9</b> |

# Annex 1

## Criteria for Evaluation of Conditions, Course and Results of Education and School Services in the School Year 2009/2010

| Evaluation criteria <sup>7</sup>  | Groups of criteria   |                             |
|---|--|-----------------------------|
| 1. Equal opportunities for admission to education   | A. Equal opportunities for education                             |                             |
| 2. Taking into account educational needs of an individual in the course of education  |  |                             |
| 3. Equal opportunities for completing education   |  |                             |
| 4. School consultancy/advisory services   |  |                             |
| 5. School education programme (SEP)/content of education  | B. School/school facility management                             |                             |
| 6. Strategy and planning  |  |                             |
| 7. Head teacher of a school/school facility   |  |                             |
| 8. Staffing   | C. Prerequisites for due activities of schools/school facilities |                             |
| 9. Material and financial prerequisites   |  |                             |
| 10. Organisation of education <ul style="list-style-type: none"> <li>• Organisation of education supports successful achievement of children/pupils/students</li> </ul>   | D. Course of education   |                             |
| 11. Teachers' support for development of personality of children/pupils/students <ul style="list-style-type: none"> <li>• The teacher applies pedagogical diagnostics within self-evaluation or any other evaluation</li> <li>• The teacher creates opportunities for approach towards individual education and differentiated activities</li> <li>• The teacher motivates children/pupils/students to use diversified educational activities and activities leading to the development of their interest</li> <li>• Evaluations made by teachers are justified and motivates children/pupils/students to improve their personal achievement</li> </ul> |  |                             |
| 12. Evaluation of what children/pupils/students produce in the course of education (key competences)  |  |                             |
| 13. Development of school/school facility partnerships  |  | E. Partnership <sup>8</sup> |
|   |  |                             |

<sup>7</sup> Individual evaluation criteria are used in the context of the nature of an evaluated school /school facility.

<sup>8</sup> Partnership – includes not only partners of a school in accordance with the Education Act but also other stakeholders such as informal parent organisations, partner schools, donors and so forth.



|   |   |
|---|---|
| 14. Evaluation of support provided to functional literacy (knowledge, skills, attitudes) of children/pupils/students                    | E. Manifestations of achieving key competences through the content of education |
| 15. Evaluation of the level of knowledge and skills in selected subjects according to the FEP curriculum                                |   |
| 16. Success rate of children/pupils/students  | G. Education achievement of children/pupils/students – level of the school      |
| 17. Compliance with the decision on inclusion of the entity to the Register of Schools and School Facilities                            | H. Overall evaluation of the school/school facility                             |
| 18. Assurance of OSH of children/pupils/students  |   |
| 19. Effectiveness of using funds and other resources for implementation of SEP  |   |
| 20. Respecting principles and objectives of the Education Act, in particular of equal opportunities for education when implementing SEP |   |
| 21. Respecting rules specified for evaluation of results of education of children/pupils/students                                       |   |
| 22. Level of education achievement with regard to FEP requirements  |   |
|   |   |

## Annex 2

### **Amendments to Legal Provisions Relating to Education which Came into Effect during the School Year 209/2010**

#### ***Amendments to Act No. 561/2004 Coll. on Pre-school, Basic, Secondary, Professional Tertiary and Other Education (the Education Act), as amended:***

Postponement of the new school-leaving examination

- Act No. 242/2008 Coll. amending Act No. 561/2004 Coll. on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act), as amended (some provisions came into effect on 1 September 2009)
- Act No. 378/2009 Coll. amending Act No. 561/2004 Coll. on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act), as amended (this came into effect on 7 October 2009)

Other amendments which did not have a significant impact on education and school services provided by schools and school facilities

- Act No. 306/2008 Coll. amending Act No. 155/1995 Coll. on Pension Insurance, as amended, Act No. 582/1991 Coll. on Organisation and Implementation of Social Security, as amended, and some other acts (this came into effect on 1 January 2010) Amendments concerning the use of funds from the Cultural and Social Needs Fund by school legal entities.

- Act No. 227/2009 amending some acts in relation to adoption of the Act on Basic Registers, as amended (this came into effect on 1 July 2010)

Amendments concerning the register of individuals, in particular with regard to the provision of data for the purpose of maintaining the Register of Schools and School Facilities.

*This will apply from the school year 2010/2011.*

#### ***Amendments to Act No. 563/2004 Coll. on Pedagogical Staff and on the amendment to some other acts, as amended:***

- Act No. 223/2009 Coll. amending some acts in relation to the adoption of the Act on Free Movement of Services (this came into effect on 28 December 2009) Automatic extensions of accreditation of educational institutions subject to the specified conditions.

- Act No. 422/2009 Coll. amending Act No. 563/2004 Coll. on Pedagogical Staff and on the amendment to some other acts, as amended (this came into effect on 1 January 2010)

The time limit for which it would be possible to perform direct pedagogical activities is extended by five years without satisfying qualification requirements.

- Act No. 159/2010 Coll. amending Act No. 563/2004 Coll. on Pedagogical Staff and on the Amendment to some other acts, as amended, Act No. 227/2009 Coll. amending some acts in relation to the adoption of the Act on Basic Registers, as amended, and Act No. 111/1998 Coll. on Higher Education Institutions and on the amendment and supplement to some other acts (the Act on Higher Education Institutions), as amended (this came into effect on 1 June 2010)

Extension of conditions subject to which a teacher can perform direct pedagogical activities (what is new is that a teacher can satisfy qualification requirements only for more than a half of direct pedagogical activities); amendments to working time of teachers (this amendment seems to be very problematic as it does not correspond with basic principles stipulated by the Labour Code), more detailed

specification of hours added to the teaching load stipulated by law; amendment to terminology.

*Impacts of this amendment cannot be expected before the school year 2010/2011.*

***Amendments to Act No. 179/2006 Coll. on Verification and Recognition of Results of Further Education and on the amendment to some other acts (the Act on Verification and Recognition of Results of Further Education), as amended:***

- Act No. 223/2009 Coll. amending some acts in relation to the adoption of the Act on Free Movement of Services (this came into effect on 28 December 2009)
- Act No. 227/2009 amending some acts in relation to the adoption of the Act on Basic Registers, as amended (this came into effect on 1 July 2010)

Impacts of this amendment cannot be expected before the school year 2010/2011.

***The amendment to Government Regulation No.75/2005 Coll. on Specification of the Scope of Direct Pedagogical, Educational, Special Pedagogical and Pedagogical–Psychological Activities Carried out by Pedagogical Staff, as amended:***

- Government Regulation No. 273/2009 Coll. amending Government Regulation No. 75/2005 Coll. on Specification of the Scope of Direct Pedagogical, Educational, Special Pedagogical and Pedagogical–Psychological Activities Carried out by Pedagogical Staff (this came into effect on 1 September 2009)

***Amendments to Decree No. 13/2005 Coll. on Secondary Education and Education Provided by Conservatoires, as amended:***

- Decree No. 400/2009 Coll. amending Decree No. 13/2005 Coll. on Secondary Education and Education Provided by Conservatoires as amended by Decree No. 374/2006 Coll (this came into effect on 18 November 2009)

The amendment regulates requisites of agreements on the content, scope and conditions of teaching practical lessons and stipulates the maximum number of pupils who can be taught by one instructor.

***Amendments to Decree No. 15/2005 Coll. laying down Requisites of Long-term Policy Objectives, Annual Reports and School Self-evaluations, as amended:***

- Decree No. 225/2009 Coll. amending Decree No. 15/2005 Coll. laying down Requisites of Long-term Policy Objectives, Annual Reports and School Self-evaluations (this came into effect on 1 August 2009)

The amendment specifies new deadlines for developing long-term policy objectives and stipulates obligatory data to be included in annual reports; school self-evaluations are to be drawn up on an ongoing basis in the course of three school years.

*Although this Decree came into effect in the school year 2008/2009, its impacts were seen not sooner than in the school year 2009/2010.*

***Amendments to Decree No. 64/2005 Coll. on Recording Injuries of Children, Pupils and Students, as amended:***

- Decree No. 57/2010 Coll. amending Decree No. 64/2005 Coll. on Recording Injuries of Children, Pupils and Students (this came into effect on 1 April 2010 and 1 May 2010)

The amendment regulates the specimen of the “Injury of a Child, Pupil or Student Record Form” and clarifies the term “absence” in school/school facility. It also lays down that injury records (except for fatal accidents) will be forwarded to founders only if they request so, and stipulates the duty to send injury records and information on record updates to the CSI by using an electronic form.

***The amendment to Decree No. 223/2005 Coll. on Some Certificates on Education, as amended:***

- Decree No. 205/2010 Coll. amending Decree No. 223/2005 Coll. on Some Certificates on Education, as amended (this came into effect on 7 July 2010)

The amendment has brought about changes of terminology and it also reflects the new school-leaving examination.

*Impacts of this amendment cannot be expected before the school year 2010/2011.*

***Amendments to Decree No. 364/2005 Coll. on Maintaining School and School Facility Documentation and the School Vital Registers and on Forwarding the Data from Schools and School Facilities and from School Vital Registers (the Decree on Documentation of Schools and School Facilities), as amended:***

- Decree No. 208/2009 Coll. amending Decree No. 364/2005 Coll. on Maintaining School and School Facility Documentation and the School Vital Registers and on Forwarding the Data from Schools and School Facilities and from the School Vital Registers (the Decree on Documentation of Schools and School Facilities), as amended (first part of this amendment came into effect on 1 August 2009 and the remaining part on 1 January 2010)

***Amendments to Decree No. 410/2005 Coll. on Hygienic Requirements for Premises and Equipment Operations and for Facilities Designated for Education of Children and Juveniles, as amended:***

- Decree No. 343/2009 Coll. amending Decree No. 410/2005 Coll. on Hygienic Requirements for Premises and Equipment Operations and for Facilities Designated for Education of Children and Juveniles (this came into effect on 23 October 2009)

The amendment encompasses substantial alterations of some provisions as well as changes in wording throughout the whole Decree.

***Amendments to Decree No. 492/2005 Coll. on Regional Normative Funding, as amended:***

- Decree No. 8/2010 Coll. amending Decree No. 492/2005 Coll. on Regional Normative Funding, as amended (this came into effect on 14 January 2010)

It reflects the establishment of preparatory grades in special basic schools.

***Amendments to Decree No. 177/2009 Coll. on Detailed Conditions on Completing Education by the School-leaving Examination in Secondary Schools, as amended:***

- Decree No. 90/2010 Coll. amending Decree No. 177/2009 Coll. on Detailed Conditions on Completing Education by the School-leaving Examination in Secondary Schools (this came into effect on 30 March 2010)
- Note: This Decree was substantially amended by Decree No. 274/2010 Coll. amending Decree No. 177/2009 Coll. on Detailed Conditions on Completing Education by the School-leaving Examination in Secondary Schools as amended by Decree No. 90/2010 Coll. (this came into effect 22 September 2010)

*Impacts of this amendment cannot be expected before the school year 2010/2011.*

**Changes in Other Areas**

***Framework Education Programmes***

*Framework Education Programmes have been amended and new Framework Education Programmes have been issued. However, their impacts cannot be expected before the school year 2010/2011*

1. Amendments to the Framework Education Programme for Basic Education (ethical education has been incorporated).



2. The new Framework Education Programme for Basic Schools of Music and Arts.
3. The new Framework Education Programme for One-Year and Two-Year Practical Schools.

Further new Government Regulation No. 211/2010 Coll. on the System of Fields of Education in Basic, Secondary and Tertiary Professional Education was published.

## Legislative Suggestions and Comments Provided by the Czech School Inspectorate in the School Year 2009/2010

In the school year 2009/2010 the Czech School Inspectorate (CSI) submitted to the Ministry of Education, Youth and Sports (MEYS) suggestions and comments in the below described areas and consulted on relevant issues accordingly. The overview below does not encompass comments provided within internal consultation procedures as such comments only highlighted some discrepancies and inconsistencies in legal regulations, ambiguities in wording and so on and these problems were subsequently removed.

1. In November 2009 the CSI drew up comments concerning a draft **amendment to the Education Act** which has not yet been applied (currently some of the then proposed amendments are being opened again). The CSI had essential comments on the proposed amendments and, *inter alia*, raised the following reservations:
  - a) an insufficiently drawn up draft amendment which would permit teachers to “temporarily seize” certain objects from pupils (such as mobile phones); the amendment did not take into account all possible impacts (the draft amendment is not part of the altered proposal submitted in November 2010);
  - b) the CSI recommended clarification of terminology and unambiguous distinction between funds for costs and expenses stipulated in Sec. 160 of the Education Act;
  - c) the CSI highlighted discrepancies in an administrative decision-making procedure to be followed by head teachers in cases when they decide on rejection of applications of admission (the decision itself is the final act of the whole process thus it is not clear, until the last minute, whether to proceed in compliance with the Code of Administrative Procedure or any other act); the CSI is convinced that exemption from the administrative proceedings is not the correct way to cope with this issue and thinks that substantial simplification of these proceedings would be the proper solution to the problem described (with an alternative being to create a specific procedure only for the purpose of the Education Act as it is in the case of school-leaving examinations).
2. In March 2009 the CSI gathered comments concerning the draft “**School-leaving Examination Decree**”. The CSI delivered a number of fundamental comments. In the period reviewed in this Annual Report (the school year 2009/2010) the CSI delivered only comments and suggestions which could not substantially affect the current model of the “new school-leaving examination”. The reason was not to change instructions during the process already launched (all stakeholders had been informed, training courses had been held and the mock school-leaving examination had been planned and so forth). Therefore the CSI stressed only such modifications which could facilitate or clarify the prepared model without being fundamentally changed (the CSI proposed, *inter alia*, to change the method for proving the identity of pupils, conditions for leaving the classroom during longer examinations, and the method for determining the final proposal for evaluation if there are two examiners).
3. In the area of **special education needs**, *inter alia*, as a follow up to thematic inspections performed in practical schools and to proposals for adoption of a new decree regulating the area of the special education needs of children, pupils and students, the CSI repeatedly emphasised the need to tackle the following issues:
  - a) problematic wording of Sec. 16 of the Education Act according to which school advisory centres are always obliged to determine whether the person is disad-



- vantaged in terms of a social position; moreover, they are also obliged to do so if the reason for such inclusion is obvious (ordered institutional education, ordered protective education, the status of asylum seeker and so on);
- b) methodological guidance provided to schools is insufficient, *inter alia*, in the area of the education of pupils with SEN; the problem of children “balancing on the edge” emerged; this problem concerns children who do not suffer from light mental disorders, though their education programme requires some alterations;
  - c) methodological guidance provided to school advisory centres is inadequate in terms of the methods for ascertaining social disadvantages; the capacity of such centres is insufficient with regard to the number of assignments arising from the Education Act.
4. In December 2009 the CSI prepared comments on the draft amendment amending **Decree No. 73/2005 Coll. on Education of Children, Pupils and Students with Special Education Needs and Exceptionally Gifted Children, Pupils and Students**. (The decision to draw up the amendment to the Decree was later withdrawn and publication of the new Decree was taken into account; this is to replace currently valid Decree No. 73/2005 Coll.) After that the CSI delivered comments and also consulted later versions. The CSI made essential comments and raised, *inter alia*, the following reservations:
    - a) an ambiguous definition of activities to be carried out by teacher’s assistants in comparison with the current definition;
    - b) the first proposal contained absolutely meaningless definitions of social disadvantages; however, even after some alterations the definition of social disadvantages was very ambiguous (although a substantial shift had been seen);
    - c) problematic wording of Sec. 16 of the Education Act according to which school advisory centres are always obliged to determine whether the person is disadvantaged in terms of a social position; moreover, they are also obliged to do so if the reason for such inclusion is obvious (ordered institutional education, ordered protective education, the status of asylum seeker and so on);
    - d) an unjustified draft amendment according to which individual education plans should be developed for all areas (subjects); the CSI raised objections that the establishment of IEPs for those areas which require a different approach can only be justified as all other areas should be covered by the relevant SEP (in a further draft amendment this area was altered accordingly);
    - e) necessity to specify conditions for the education of pupils included in special education for diagnostic purposes.
  5. In December 2009 the CSI prepared comments relating to the draft Decree amending **Decree No. 72/2005 Coll. on Providing Advisory Services in Schools and School Advisory Centres**. (The decision to draw up the amendment to the Decree was later withdrawn and publication of the new Decree was taken into account; this is to replace currently valid Decree No. 72/2005 Coll.) As regards the new version (published in November 2010) the CSI stressed, in particular, differences between the terminology used in the Education Act and terms used in the draft Decree. Such differences could affect the definition of individual legal provisions.
  6. In October 2009 the CSI submitted to the MEYS a proposal to amend **Decree No. 13/2005 Coll. on Secondary Education and Education in Conservatoires, as amended**. The proposed amendment was as follows:
    - a) to establish a maximum number of teaching hours in one day and overall teaching load both for practical and theoretical instruction, and
    - b) to draw up an unambiguous legal regulation which would exclude the possibility of repeating the examination in the same subject in the same term before the commission.

7. The CSI conducted consultations with the MEYS concerning the adoption of the amendment to **Decree No. 64/2005 Coll. on Recording Injuries of Children, Pupils and Students**. As early as in April 2008 the CSI addressed initial proposals to the MEYS for amendments with a view to removing some discrepancies and reducing the administrative burden (clarification of the term “absence” in school/school facility, abolition of the duty to forward all records on injuries; changes in terminology). The proposal drawn up by the MEYS on the basis of suggestions of the CSI was sent to the CSI in the school year 2009/2010 for their further comments. Some alterations were made mainly in the Annex to the Decree on the basis of comments of other authorities delivered within external consultations.
8. The CSI has for a long time been striving **to change the conditions of OHS in schools and school facilities** and, in order to achieve this, representatives of the CSI participated in meetings of the group authorised to draw up the relevant Decree.
9. In April 2010 the CSI conducted consultations on the basis of which they made comments concerning the proposal of the **FEP for Practical Schools** (both one-year and two-year practical schools). The CSI pointed out that neither of the FEPs unambiguously determines target groups and in addition specification of two fields of education and issuance of two separated FEPs appears to be unnecessary as there is an option for schools to specify, quite independently, the content of education and duration of studies. Furthermore, the CSI drew attention to discrepancies between the terminology in the Education Act and the FEPs in question.
10. In April 2010 the CSI drew up comments on the draft **FEP for Basic Schools of Music and Arts**. The CSI raised, in particular, objections against formulations stipulating only the “optimal” status without laying down the minimal required status. In addition, discrepancies between the terminology used in the draft FEP and the Education Act were underlined as they could substantially affect the content. (For example the draft FEP encompassed provisions specifying groups of pupils which are, however, not defined by any other education legislation, thus the target group is not clear).
11. In February 2010 the CSI drew up comments concerning the document “**Inclusion of Children Younger than Two Years in Kindergartens**”. The CSI concentrated mainly on insufficient financial, material and staffing conditions. On the basis of the document submitted to the Government a follow up analysis was drawn up including the comments of the CSI covering a range of areas incorporated. Despite this the CSI considers the inclusion of children under three years of age in the system of education and training, which must be stipulated by the Education Act, to be a non-systemic step which denies the educational and mainly training nature of pre-school education at the expense of care, for which the MEYS is not primarily responsible.
12. In November 2009 the CSI processed information on the course of enrolment proceedings in the school year 2009/2010 and submitted it to the MEYS. In this document the CSI highlighted some problems relating to the established system of enrolment proceedings in secondary schools, which are, *inter alia*, as follows:
  - a) as a consequence of the uncertainty of head teachers concerning the real number of students who will start to study 1<sup>st</sup> grades (out of pupils who were admitted) the number of positive decisions substantially exceeds the number of pupils who should be admitted;
  - b) aggregate costs of enrolment proceedings rose, according to estimations made by head teachers of the sample of 70 schools, by almost 70%.

In the course of the school year 2009/2010 the CSI, in addition to its inspection activities, initiated publication of explanatory communications relating to other areas of education legislation in order to unify the interpretation of legal provisions by different institutions and bodies in the Czech Republic.

# Annex 4

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## Overview of the CSI Thematic Reports and Summarised Information

In the school year 2009/2010 the CSI published the following thematic reports and summarised information:

1. Thematic report: The level of ICT in basic schools in the Czech Republic. Published in September 2009.
2. Thematic report: Summarised findings on support and development of foreign language instruction in pre-school, basic and secondary education between 2006 and 2009. Published in April 2010.
3. Thematic report: Summarised findings arising from inspection activities carried out in former special schools. Published in April 2010.
4. Information: The rate of injuries of children, pupils and students in schools and school facilities from 1 September 2009 to 31 March 2010. Published in May 2010.
5. Information: Summarised findings arising from inspections concerning occupational health and safety in the school year 2008/2009. Published in July 2010.

Below is the latest report published in September 2010 but the Annual Report refers to it.

6. Thematic report: Inspection evaluation of school education programmes.

# Annex 5

## Opinion on Education Programmes for Basic Education

This opinion results from the conclusions of the joint meeting of representatives of the MEYS, the Research Pedagogical Institute and the CSI held on 8 March 2010.

### Common Ground in the Area of Basic Education

Education provided within the education programme “Basic School” is currently performed according to the FEP BE (or the FEP BE – light mental disorders). Furthermore, there are “old” education programmes entitled “Basic School”, “Elementary School”, and “National School”, which, however, are about to terminate.

Moreover, there is also an education programme entitled “Special School”, which is also to terminate soon (in the school year 2009/2010 it was valid only for 9<sup>th</sup> grades) and the Rehabilitation Education Programme pertaining to the field of education known as “Auxiliary School”.

The FEP for Special Basic Schools has been published for pupils with special education needs such as intellectual disability or heavy mental retardation or a combination of disabilities. This FEP will be binding from the school year 2010/2011 in 1st grades and 7<sup>th</sup> grades.

### Principles of Approach towards the FEP BE – Light Mental Disorder

The Annex to the Framework Education Programme for Basic Education regulating the education of pupils suffering from light mental disorders is not a separate education programme but it forms a part of the FEP BE as an education programme within the meaning of the provisions of Sec. 49 (2) of Act No. 561/2004 Coll. on Pre-school, Basic, Secondary and Tertiary Professional Education (the Education Act), as amended (the Framework Education Programme for Basic Education for Disabled Pupils). The consequences of such a situation are as follows:

1. The legal person performing activities of a school which is registered in the Register of Schools and recorded in this Register the field of education 79-01-C/01 Basic school can provide education according to the FEP BE and/or FEP BE – Light Mental Disorders (this is an integral Annex). Provision of education according to the FEP BE – Light Mental Disorders is not expressly recorded in the Register of Schools.
2. If a pupil is to be educated according to the FEP BE – Light Mental Disorders, it is necessary to transfer him/her to the education programme pursuant to Sec. 49 (2) of the Education Act.
3. Although the FEP BE – Light Mental Disorders is not a separate framework education programme schools are obliged to draw up a separate SEP or a separate Annex to the SEP on the basis of this type of the FEP. An individually integrated pupil can be educated only according to the individual education plan drawn up in accordance with the FEP BE – Light Mental Disorders and not according to the SEP.
4. The FEP BE – Light Mental Disorders as an Annex to the FEP BE will be taken into account if a pupil has been diagnosed as a child with a light mental disorder. This means that this FEP also applies to a pupil who has not been transferred to any other education programme, which can happen if the relevant school advisory centre has not issued a recommendation for such a transfer but it recommended education according to the individual education plan. Therefore the pupil will be educated according to the individual education plan, which will be based on the FEP BE – Light Mental Disorders although it will cover only some areas (subjects).

## Application of Education Programmes

If the education of mentally retarded pupils is not taken into account (for example Education Programme for Special Basic Schools) and similarly if the inclusion of pupils without any impairment in such types of school is not considered then education can be performed only according to the following education programmes:

### 1. Options to Provide Education according to the FEP BE

- a) Education of pupils in basic schools according to the FEP BE without any further specifications.
- b) Education of **individually integrated pupils** in basic schools according to the FEP BE, namely according to the individual education plan, which is developed in compliance with Sec. 8 of the FEP BE. Education is provided in accordance with the provisions of Sec. 18 of the Education Act. This means that special education needs, with the exception of light mental disorders, have been diagnosed and a head teacher, after receiving in writing the recommendation of a school advisory facility and in the case of a minor pupil at the request of his/her statutory representative, has permitted education according to an IEP.
- c) Education of **individually integrated pupils** in basic schools according to the FEP BE, namely according to the IEP, which is developed in compliance with the FEP BE – light mental disorders. Such an IEP will be used if light mental disorders have been diagnosed although the relevant school advisory centre did not recommend transferring a pupil to the FEP BE – light mental disorders. Thus the IEP does not cover the education as a whole but only some areas (subjects). In other words the IEP will be adjusted according to the FEP BE – light mental disorders for the areas recommended by the school advisory centre and other subjects will be taught in accordance with the FEP BE. Such a pupil is not transferred to a different education programme within the meaning of Sec. 49 (2) of the Education Act.
- d) Education in practical basic schools (a type of special school under the provisions of Sec. 5 Decree No. 73/2005 Coll. on Education of Children, Pupils and Students with Special Educational Needs and Exceptionally Gifted Children, Pupils and Students) is provided according to the FEP BE, within the provisions on “supplementing the number of pupils” pursuant to Sec. 10 (2) of Decree No. 73/2005 Coll. providing that special educational needs have not been diagnosed (or special educational needs other than mental disability have been diagnosed). A special reason should exist for such diagnosis as it is an exception from general provisions which should not become a rule.

In such a case a pupil must be educated according to the FEP BE, which means that either an SEP will be drawn up or an Annex to it will be issued taking into account any differences from the FEP BE – light mental disorders or an individual education plan will be developed if all preconditions for its issuance have been met (an IEP can be used, pursuant to Sec. 18 of the Education Act, only for pupils with special educational needs at the request of the pupil’s statutory representatives).

### 2. Options to Provide Education according to the FEP BE – Light Mental Disorders

- a) Education of **individually integrated pupils** in basic schools is provided according to the FEP BE – light mental disorders, namely according to the individual education plan. In such a case a pupil is transferred to the education programme for disabled pupils (Sec. 49 (2) of the Education Act):
  - i. until 4 March 2009 upon the recommendation of a specialist doctor and the school advisory centre and with the prior written consent of the pupil’s statutory representative;
  - ii. from 5 March 2009 upon the recommendation of the school advisory centre and with the prior written consent of the pupil’s statutory representative



A pupil can also be individually integrated from the 1st grade in compliance with the provisions of Sec. 9 (1) Decree No. 73/2005 Coll. which means that the pupil is integrated upon the recommendation of the school advisory centre and with the prior written consent of the pupil's statutory representative.

If the individual education plan is developed for such a pupil under the provisions of Sec. 18 of the Education Act, it must be based on the FEP BE – Light Mental Disorders.

Note: If education has not been provided in this case according to the IEP it is possible to accept that it would be provided according to the SEP drawn up in accordance with the FEP BE – Light Mental Disorders (in compliance with the principle “from smaller to larger”, in other words if the individual education plan is sufficient it will also be possible to teach according to “larger” adjustments in the SEP). On the other hand, the IEP is more appropriate for individual integration.

- b) Education in the class specially established in a basic school (**group integration**) according to the FEP BE – Light Mental Disorders. In such a case a pupil is transferred to the education programme for disabled pupils (Sec. 49 (2) of the Education Act). If a pupil is to be educated according to the FEP BE – Light Mental Disorders he/she must be transferred to this education programme with all the necessary formalities or he/she can be taught according to this type of programme from the 1<sup>st</sup> grade (see a) above).
- c) Education in basic practical schools provided according to the FEP BE with the Light Mental Disorder Annex. In this case b) above applies.

In any case a pupil educated according to the FEP BE – Light Mental Disorders must be diagnosed as suffering from a light mental disorder. If such a diagnosis is not available the education of a pupil in this special education branch cannot be justified and contradicts the interests and individual educational needs of the pupil concerned (the provisions of Sec. 2 (1) (b) of the Education Act).

- 3. Education in basic schools provided **according to terminating teaching documents**, i.e. Basic School, Elementary School, National School, and Special School for 9<sup>th</sup> grades teaching documents.

Note: Having regard to the fact that the practical basic school as a certain type of special basic school is regulated by Decree No. 73/2005 Coll. (which implements provisions of the Education Act), practical basic schools cannot use the education programme Special School (to be terminated soon), which means that such a programme is currently being used only by mainstream basic schools.

### Provision of Resources from the State Budget

Pursuant to the provisions of Sec. 3 (6) (a) and (b) of Decree No. 492/2005 Coll. on Regional Normative Funding, as amended, extra allowances to increase per capita funding for disabled pupils are provided. The same applies to schools established by other founders than public authorities. If a legal person performing activities of a school reports pupils who are not disabled within the meaning of Sec. 16 (5) of the Education Act as disabled pupils and uses the above-mentioned allowances such a legal person violates budgetary discipline pursuant to the provisions of Sec. 22 of Act No. 250/2000 Coll. on Budgetary Rules for Regions and Municipalities, as amended or Sec. 44 of Act No. 218/2000 Coll. on Budgetary Rules and on the Amendment to Some Other Acts (the Budgetary Rules), as amended. If the CSI detects any violations of the aforementioned rules they will inform the relevant authority to adopt adequate measures.

### Abolition of Special Schools

Special schools were abolished after the present Education Act came into effect. The provisions of Sec. 185 (3) of the Education Act stipulate the following: “Special schools





under current legal regulations shall be basic schools under this Act“. Therefore it is not only the name of the school that has been changed but the ground of education has been altered as well.

As soon as the Education Act came into effect (1 January 2005), i.e. from the beginning of the school year 2005/2006, teachers started to teach in the then special schools according to education programmes (teaching documents) for basic education. Nevertheless, with regard to the principle of continuity of provided education the education programme for special schools was and is still used (in the school year 2009/2010 it is used only in 9<sup>th</sup> grades).



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