



However, the majority of schools defined this area in their SEPs only very generally. Environmental education is most often incorporated as a cross-subject topic in secondary education.

This area is strengthened in about 70 % of SEPs by available hours used for work chosen at the discretion of the school most often allotted in the range of between one and four hours. Less than half of schools provide natural sciences as optional subjects; on the other hand, almost 90 % of schools do not provide any non-compulsory subjects with this topic. Provision of optional (obligatory) and non-compulsory subjects is conditional upon the profile of the educational field and the school as a whole.

Class observations of natural science subjects in the given school year demonstrated that 89.5 % of lessons in the fields completed by the school-leaving examination and 78.3 % of lessons in the fields which are not accomplished by the school-leaving examination were taught by qualified teachers (professional qualification is high in relative terms; however, only teachers of mathematics and the Czech language exhibited higher qualifications). During the school year approximately 70 % of teachers participated in at least one training course of further education.

Table 59 Assessment of the establishment of competences of secondary school students in subjects incorporated in FEP in the natural science area (share of occurrence in %)

| Monitored indicators   | Mathematics | Natural science subjects | Technical subjects and practical training |
|--|-------------|--------------------------|---|
| Democratic environment, mutual communication, interest in instruction                        | 86.3        | 79.2                     | 87.5                                      |
| Differentiated tasks and requirements according to the abilities and competences of students | 43.3        | 35.9                     | 43.6                                      |
| Content correctness  | 96.6        | 95.0                     | 98.0                                      |
| Explanation of unknown terms and foreign words   | 49.8        | 60.1                     | 60.7                                      |
| Links to practice and life situations  | 42.9        | 79.9                     | 88.6                                      |
| Out-of-school events, trips and excursions   | 3.0         | 11.3                     | 18.8                                      |
| Search for relations with other subjects   | 27.9        | 63.0                     | 64.1                                      |
| Use of new scientific and technological findings   | 24.5        | 64.4                     | 45.6                                      |
| Opportunities for use of information found   | 20.2        | 39.6                     | 37.6                                      |
| Opportunities for experiments, manipulation and intentional observations                     | 4.5         | 23.2                     | 18.6                                      |
| Activities relating to OHS   | 2.1         | 34.3                     | 22.4                                      |
| Support for a healthy lifestyle  | 10.9        | 30.8                     | 19.7                                      |
| Care for neighbouring environment  | 5.5         | 37.7                     | 15.4                                      |
| Support for students with SEN  | 29.4        | 27.8                     | 38.3                                      |
| Opportunities for talented students  | 13.4        | 12.7                     | 20.7                                      |

In secondary schools lessons of natural sciences exhibited a high degree of expertise, which means that technical terminology and symbols were correctly