



## VII. Conclusions – Strengths and Weaknesses of Basic Education

Summarised findings of CSI inspections performed in basic schools in the school year 2010/2011 make it possible to define the following **strengths** of the current situation in basic education:

- Permanently high participation in basic education (despite the decreased rate of participation below 100 %, namely to 99.5 %, of the population between six and fourteen years for the first time in modern history). The capacities of the currently established network of basic schools are sufficient in all regions and should cover the expected impacts of the demographic development of the growth in the number of pupils also at the second level of BSs.
- Optimising measures of the MEYS support the strategy for enhancing the quality of basic education. The trend of mergers of pre-school facilities and basic schools into one legal entity continued.
- An economic review based on a comparison of the last two school years showed that it has been possible partially to close the gaps between regions in the per capita financing of basic schools. A decline in the number of weekly extra teaching hours by 9.4 % was detected and at the same time the share of unqualified teachers fell by 1.1 %.
- Efforts of teachers to ensure equal opportunities for education in the course of basic education were at the required level in 95.2 % of basic schools. The share of individual integration of pupils with SEN increased and for the first time exceeded 50 % and overtook the group form of integration.
- The level of SEPs in BSs has been improved; SEPs of basic schools established for pupils with SEN proved to be much better.
- Almost 80 % of schools actively and comprehensively support the adaptation of pupils in 1<sup>st</sup> grades of BSs.
- Effective support for the development of functional literacy is based on thorough respect for content correctness, the application of group (co-operative) forms of teaching along with a broader utilisation of comprehensive and activating methods.
- Basic schools are successfully developing cooperation with partners, school advisory facilities and especially with parents; partnerships were at a good level in 98 % of the visited schools.

**Weaknesses**, highlighting areas which need improvement, are as follows:

- Amendments to the 2008 curricula, in particular a reduction in the minimum number of lessons allotted to the Czech language and mathematics. This decreased minimal number of lessons was not very effective in practice as the majority of schools used available hours for work chosen at the discretion of the school to strengthen the teaching of these two subjects. Schools did not know how to effectively write practical notes to curricula.
- The decline in the number of schools with extended teaching of some subjects and the corresponding drop of pupils who attended such lessons continued.