ANNUAL REPORT
CZECH SCHOOL INSPECTORATE
2010/2011

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INTRODUCTION

Under Section 173 (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 2010/2011. CSI activities resulted from the "Plan of Principal Assignments of the CSI for the School Year 2010/2011" approved by the Minister of Education, Youth and Sports on the basis of the 19th Management Meeting of the Ministry of Education, Youth and Sports (hereinafter referred to as the "MEYS") held on 15th June 2010.

The Annual Report encompasses topical information on the situation of schools, takes account of the effectiveness of the entire educational system according to individual levels of education, describes the quality of education, assesses the actual prerequisites and needs of schools in order to meet the goals of school education programmes in accordance with the requirements of education programmes and current school policies.

The CSI applied appropriate methods of multicultural evaluation of schools through a set of consistent indicators interconnecting educational, social and economic aspects. When identifying the conditions, the course and results of education the CSI proceeded in compliance with the criteria for evaluation of schools and school facilities approved under the Recommendation of the 24th Management Meeting of the MEYS held on 3rd August 2010 (Annex 1).

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

The CSI carried out 10,437 inspections in total and in doing so its inspectors visited 4,806 entities enlisted on the Register of Schools and School Facilities. The CSI went through 1,069 points encompassed in the 482 complaints filed (30.4 % of which were assessed as reasonable). CSI representatives participated in 473 interviews to appoint head teachers of schools and school facilities.

As far as pre-school and basic school education is concerned, the CSI concentrated on an analysis and evaluation of school education programmes and follow-up inspections in schools where serious mistakes and inconsistencies with framework education programmes were revealed as a result of the previous evaluation.

Initial evaluations of school education programmes in technical and vocational education continued at the secondary level. The main priority of secondary education in this school year was to monitor the preparation for and implementation of impacts of the newly introduced common part of the school-leaving examination (maturita), whilst in tertiary professional schools a questionnaire-based survey was held.

With respect to the programme cycle, thematic inspections focused on assessment of the efficient support of reading and mathematical literacy and detailed

thematic reports were published during the school year. In cooperation with higher school institutions (universities and colleges) new tools and procedures used for assessment of the efficient support of social and natural science literacy were developed and tested. This Report deals with only some partial results of pilot surveys.

As far as evaluations are concerned, altogether 4,302 vocational school education programmes were evaluated, 12,266 class observations were performed and questionnaire-based surveys were held in 4,134 schools. The CSI strove to find out whether there is information support for the involvement of basic schools in the Operational Programme Education for Competitiveness, namely in the "EU Money for Schools" project, and in the secondary education in project PRO.MZ (project aimed at reform of the school-leaving examination). In total 1,741 public inspection reports were published in the past school year.

CSI checks focused on safeguarding safe and healthy environments in schools and complying with some specific provisions of school regulations in terms of the application of different risk categories and their differentiation.

Public-legal audits monitored in particular the effective, economical and efficient, management of the resources provided to schools from the state budget and the CSI directly checked 8.5 % of such resources provided in 2010.

As regards checks, in total 1,793 checks were carried out, of which 698 public-legal audits revealed 95 violations of budgetary discipline. In every school visited the CSI checked the correctness of the data according to the decision on the basis of which the given entity was entered in the Register of Schools and School Facilities and according to their deeds of foundation and whether the conditions for performing the office of a head teacher were met under the valid legal regulations. Furthermore, the CSI assessed the implementation of national development projects in 1,293 schools. In the past school year the CSI issued 2,451 non-public checklists.

In the past school year the CSI register recorded 46,870 school injuries, which led to 456 follow-up occupational health and safety checks carried out on-the-spot.

In the past school year the CSI provided schools with 1,640 deadlines for adopting measures and removing deficiencies and provided the relevant bodies with 526 reports giving information to be further reviewed by other public authorities; the CSI also submitted one proposal to the MEYS to remove a school from the Register of Schools.

In the past school year the CSI drew up seven thematic reports and produced further summary information resulting from their activities and these are available on the CSI web pages. An overview of them is included in Annex 4.

Specific activities of the CSI are also an important source of information to be found mainly in partnership projects and cooperation between the MEYS and regional authorities, meeting with school representatives at national and regional conferences and international activities. Annexes 5 and 6 contain memoranda of experts dealing with reading and mathematical literacy. The CSI cooperates with the MEYS in 65 working commissions and expert groups established by the MEYS.

The CSI holds a prestigious position within an international context too. It is actively engaged in international cooperation, in particular in OECD and SICI (the Standing International Conference of Inspectorates) bodies. The CSI, as one of the founding members of the latter organisation associating national and regional education inspectorates, still plays a key role in this institution. Currently the CSI, inter alia, administers the operation of interactive web pages of the SICI providing information, publications and common international space for communication among SICI members.

The MEYS has vested the CSI with the administration of the National Reference Point for ensuring quality of vocational education and the preparation of EQAVET-CZ. In this way CSI representatives, along with representatives of the National Institute of Technical and Vocational Education (Národní ústav odborného vzdělávání), were fully involved in coordination and organisational activities. Activities carried out by the National Reference Point EQAVET-CZ are based on activities performed by the European Network for Quality Assurance in Vocational Education and Training (EQAVET) and closely relate to the Recommendation of the European Parliament and the Council of June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training.

Bilateral cooperation under MEYS international agreements between the CSI and Poland, France, Germany and Slovakia has proved to be beneficial.

Working with the MEYS the CSI welcomed delegations from different countries, and during their visits the CSI gave presentations about the Czech inspection system and the progress made with reforms to the Czech Republic's education system. The CSI has newly acquired representation in other prestigious international organisations, such as the OECD and IEA, and carried out assignments in international survey projects.

In the course of the school year the CSI received financial support from the Operational Programme Education for Competitiveness for "The National Inspection Evaluation System for the Education System in the Czech Republic" (NIQES) development project. The development of the methodology of inspection evaluations towards identification of successfully functioning schools and identification of risks which could lead to a reduction in the effectiveness of the education system was commenced. One of the key activities is ascertaining whether it is possible to gather the educational results of pupils in an electronic way for the purposes of national surveys. It has only been possible provisionally to use outputs from the self-evaluation of schools for the assessment of results or international research.

Towards the end of the school year two significant individual national projects, entitled "Preparation and Implementation of International Surveys in Initial Education and Their Disclosure (Competence I)" and "Implementation of International Surveys of Lifelong Learning and Disclosure of Their Results (Competence III)", were transferred, by the decision of the Minister, to the remit of the CSI. Thus inspection evaluations can also encompass important international sample surveys, such as PISA, PIRLS, TIMSS, ICILS and TALIS, which have become an important element for assessing the effectiveness and quality of the education provided by the Czech education system in the framework of international competition.

Thematic conferences and seminars held by the CSI have become an important form of cooperation between the CSI and MEYS management, cooperation with professional institutions, officials of regional authorities and with pedagogical staff. During the 2010/2011 school year national and international meetings of representatives of basic and secondary schools were organised and thematic conferences dealing with reading and mathematical literacy and one international conference were held.

In the 2010/2011 school year in total 257 school inspectors and 86 control officials worked for the CSI together with 141 external education experts who were invited to participate in the activities of the CSI.

The findings gathered within all the activities of the CSI are divided in the Annual Report into two main parts.

The first part, Part A, describes individual segments of the education system divided according to different levels of education. It encompasses summary findings on the course, conditions and results of education and overall evaluation of the situation observed in the schools visited in compliance with a four-grade rating scale in six key areas: provision of education; overall education achievement and effectiveness of the support for pupils' personality development; outcomes of innovative and preventive programmes; school management and an effective strategy of education; support of pedagogical staff (staffing, equipment provision and financial prerequisites); and school systems of self-evaluations and checks. This scheme and the selection of the monitored indicators enable inspectors to monitor not only the current situation in the education system and year-to-year comparisons but also trends occurring within the programme cycle (comparisons of progress made during the three past years).

The second part, Part B, deals with in-depth structural analyses using table summaries designated for experts. A list of them is published in the introduction to the tables concerned.

For more details on CSI activities see www.csicr.cz.

A

Through their control and evaluation activities the CSI strove to find out the situation in schools with regard to:

- respect for the law (the legality principle);
- protection of pupils (the principle of equal treatment, safeguarding safe and healthy environment);
- education quality (identification of successful schools and procedures, orientation towards the success rate of pupils, i.e. effectiveness of support for the pupils' personality development, early and targeted attention paid to disadvantaged groups as well as to gifted and talented pupils);
- aims of education (long-term policy objectives resulting from the Education Act and strategic goals of school policies – innovation); and at the same time
- the CSI directs their activities in particularly to helping enhance the work quality of schools (partner self-evaluation of schools).
- When evaluating individual parts of the education system the CSI used their own findings gathered from the schools and school facilities visited (hereinafter referred to as "schools"), results of self-evaluations of such schools, ministerial reports and central statistical data. All institutions are proposed to have the common framework of evaluation which is annually approved by the MEYS and is published, together with relevant comments, on the CSI web pages. The National Quality Framework of Educational Institutions is based on the principle of the continual improvement of schools:
- it helps determine priorities of where schools should improve (it makes it possible to utilise indicators to point out desirable situations or progress made in a given school);
- it strives to find out and take into account thought-provoking information provided at the middle level (school, its founder);
- it strives to find out and evaluate thought-provoking information provided by all participants and partners in education.

What should be taken as an initial point is the fact that evaluation of schools cannot be reduced only to statistical indicators but the real basis is the quality of the education service provided by institutions. The meaning of inspection evaluations is to evaluate education achievement in relation to both current and future prerequisites for the provision of education in compliance with the Education Act. At the same time inspection should capture and cover the development of a school since the previous visit of inspectors.

Schools are evaluated according to the environment they offer to the pupils and whether they support the development of pupils' skills in the key areas of education. The criteria decided on cover three main phases of processes, the conditions, course and education achievement, thus affecting both the main pedagogical process and management and supportive processes occurring in school activities.

When evaluating the education system the CSI used twelve criteria (the National Quality Framework) at the level of school evaluation and a four-grade rating scale, under which schools were included in four categories according to their quality. The criteria are formulated as shortened legislative provisions having links to the selected provisions of valid standards and are completed with the description of indicators for successful meeting of the relevant criterion. The Annex includes a list of obligatory indicators which are based on secondary legislation and are conditions for the safety of pupils. They can also affect the funding of schools according to the known per capita funding (so called normative funding). The legality principle enables these results of inspection evaluations to become the direct basis for inspection actions in schools according to the level of the risk found.

Results of multicriteria evaluations are analysed by an inspection team and together with their synthesis are contained in the public inspection reports. Such inspection reports are available for the general public for at least ten years and are archived by relevant schools and the inspectorate.

In order to evaluate the school position and its inclusion in the respective quality category a four-grade inspection scale is used. This scale is based on the risk classification:

1. the situation can lead to the removal of a school from the Register of Schools (unacceptable risks);
2. risks are removable within the specified deadline (serious risks);
3. the required standard. (It corresponds with the standard, formal mistakes, risks removable within the inspection itself);
4. the example of good practice (regional, supraregional, international levels).

The CSI finds out and records in its InspIS (Inspection Information System) database two types of data:

a. selection of obligatory data retrieved from statistical records and other databases (so called "hard" data) and their compatibility with the real situation;
b. data acquired through on-the-spot checks in schools carried out in direct contact with participants in education (so called "soft" data).

Hard data were partially obtained from public administration partners at national and regional levels and also from international sources (for example EUROSTAT, the Institute for Information on Education, the Czech Statistical Office), at the level of schools from the School Vital Registers (register containing personal data of children/pupils/student) and from analyses of obligatory school documents. Such quantitative data are used for the classification of qualitative surveys and in general they represent a measurable part of school evaluations. At present the CSI is not using tests directly taken by pupils; however, in the framework of the NIQES projects the CSI has started to prepare national checks of results of education in 5th and 9th grades of compulsory school attendance.

Soft data are collected on the basis of on-the-spot observations (visit to schools and direct observation in classes – lesson observations, standardised interviews

and questionnaire-based surveys) where inspection teams are in direct contact with school management and pedagogical staff and monitor activities of pupils in classes. This part of inspection evaluation contributes to the description of the internal environment of the school (school climate); it checks whether school education programmes duly take into account supported groups of pupils defined in the Education Act. In general, such data represent quality subjectively perceived by selected target groups. Nevertheless, such data are significant for evaluations of e.g. the effectiveness of support for pupil personality development. In order to reduce the risk of being subjective, different forms of evaluation and assessment are used, for example the triangulation method (inspection triangle), team evaluations and publication of the National Quality Framework together with a detailed description of signs indicating whether the criterion was successfully met (predictability of requirements of an inspection evaluation).

The indicators selected for the National Quality Framework can be divided into groups as follows:

a. the data determining the position of a school in four categories of required quality in relation to twelve evaluated criteria (see four-grade inspection scale for evaluation);
b. further valuable data resulting from thematic surveys, which are not included in the evaluated position of a school but which enable evaluation of the effectiveness of the education system and trends over time.

This solution allows for the data to be aggregated in categories relating to priorities of strategic documents for education (for example Long-term Policy Objectives of Education and the Development of the Educational System in the Czech Republic) and thus provide information on the current situation of the whole education system and all its parts at different levels (national, regional and local).

By introducing different inspection cycles, conditions for the monitoring of trends and progress made over time were created. In this way it is also possible to find out what impacts measures of implemented state policies have and what their benefits are.

Findings arising from inspection observations and evaluation results have been arranged for individual levels on the panel of result evaluations and prerequisites of schools in six key areas of the evaluation. This process enables the progress to be monitored in different areas over time and to identify the risks inherent in the system.

A.1 Pre-school Education

Pre-school education (PE) in the Czech Republic takes place in "mainstream" kindergartens, special kindergartens, in preparatory classes of basic schools and in preparatory classes of special basic schools. The level of participation in pre-school education is high and is also affected by the fact that under Sec. 123 (2) of the Education Act "education in the last grade of nursery school, preparatory classes of basic schools and the preparatory grade of special basic schools established by the state, a region, a municipality or a union of municipalities shall be provided free of charge". Measures of the MEYS adopted in the past period and focusing on optimisation should lead to a reduction in the proportion of children whose compulsory school attendance was postponed and to an increase in the proportion of children from socially disadvantaged environments and from culturally different environments where pre-school education is considered by school experts as the most efficient prevention against the risk of future school failure.

The changes made in the capacity of networks were, when compared with the previous school year, minimal. In total 4,880 kindergartens were recorded in the Register of Schools, which means that no significant change occurred. The proportion of state funded schools was 96.8 % while the share of private kindergartens was 2.6 % and the proportion of kindergartens operated by churches was only 0.6 %. The indicator of the average number of children in a class has not changed at the national level and remained at 23.5 per class. However, when comparing individual regions the situation is very different and in a number of the schools visited the majority of classes contain the number of children permitted by an exception for the highest number of children in one class.

Therefore demand for pre-school education exceeded the supply offered by founders of kindergartens and capacity of individual schools. Founders solved the lack of places by increasing the number of children in the classes or by merging more kindergartens in one entity or by establishing new classes. As a consequence of such rationalisation measures the proportion of so called small schools (up to 50 children) has decreased to 54.1 % of the total number of schools.

Table 1 Financial indicators in pre-school education

Monitored parameters – Czech Rep. (according to the IIE)	Situation in the year		Trend
	2009	2010	
Total public expenditure on PE in CZK million	15,983.4	16,383.3	+
Share of expenditure on PE of total public expenditure for the education system (%)	9.96	9.99	+
Recalculated number of teachers in PE	24,584.3	25,736.8	+
Share of teachers (%)	8.9	10.2	+
Average salary of teachers (CZK)	18,857	20,207	+
Expenditure per child (CZK)	44,123	42,477	-
Weekly number of hours exceeding prescribed number of working hours	319	298	-

The republic-wide statistics demonstrated that expenditure of the general government budget increased in pre-school education, when compared with the previous school year, by 2.5 % and the share of expenditure of pre-school education in the total expenditure for the school system increased by 0.03 %. However, expenditure per child decreased by 3.73 %. The table above shows some of the indicators decisive for funding schools and their year-on-year comparison.

Restrictions of the state budget adversely affected the budgets of kindergartens. School managements had problems with newly introduced allocations of salaries of pedagogical staff as well as non-pedagogical staff. The rise in the salaries of pedagogical staff was accompanied by reductions in the salaries of non-pedagogical staff and in the case of small schools such measures caused serious problems when ensuring working hours of teachers necessary for the safe operation of kindergartens. This could bring about an increase in the share of unqualified personnel as staff without the required qualifications already participate in watching and serving children.

Expenditure per child in pre-school education dropped, mainly because of increased indicators for using capacities. The effectiveness of the education system in pre-school education was the highest among all segments of the education system if school economy is taken into account.

The priority of the "Plan of Principal Assignments of the CSI in the School Year in 2010/2011" in Pre-school education was a comparative evaluation of the compatibility of school education programmes and the relevant Framework Education Programme for Pre-school Education. In cooperation with invited experts, inspection teams evaluated the remaining 2,151 school education programmes. In this way the first cycle of evaluation of school education programmes for pre-school education (SEP PE) was completed and during the four-year period in total 5,098 SEPs PE were analysed. More than 1,000 SEPs PE were evaluated for a second time during follow-up inspections focused on the removal of deficiencies found during initial inspections.

In the past school year the CSI carried out 3,153 inspection events within pre-school education, visited 2,216 kindergartens out of a total number of 4,880 kindergartens (which accounts for 45 %). The analyses of 2,074 class observations were used in the Report.

This chapter also covers school facilities providing services to kindergarten children.

I. Provision of Pre-school Education

Kindergartens focus on profiling their schools and on extending the provision of education by developing target programmes and projects (for example environmental education, education towards health, the English language, music and arts and so forth). Equal access to education offered by kindergartens has been evaluated positively for a long period of time. However, its enforcement could be disrupted in the coming years by the maximal utilisation of classes and in some localities by an insufficient capacity of kindergartens, which is, *inter alia*, demonstrated by an increasing number of applications for enrolment in kindergartens who were not successful.

Children in Pre-school Education

The Education Act defines the group of children in the last year before starting compulsory school attendance and the group of children with special education needs; it differentiates between disabled children, children with health impairments and socially disadvantaged children. The table below demonstrates nation-wide statistical data on the division of children in the past school year

Table 2 Children in pre-school education

Monitored parameters – Czech Rep. (according to the IIE)	Situation in the school year		Trend
	2009/2010	2010/2011	
Total number of children in PE	314,008	328,612	+
Share of five-year old children (%)	28.8	29.1	+
Share of children with SEN (%)	2.8	2.9	+
Share of foreign nationals in PE (%)	1.2	1.3	+
Share of children younger than 3 years in PE (%)	9.8	10.0	+
Share of children whose compulsory school attendance was postponed (%)	21.1	20.5	-
Number of denied applications for enrolment in PE	29,632	39,483	+

The total number of children in pre-school education was 328,600, which means a year-on-year increase of 4.7 %. The share of **five-year old children** in the total population was 97.9 %, which almost exactly corresponded with the number value specified in the long-term objective of 2007 (98 %). A negative phenomenon was the considerable increase in the **share of rejected applications for enrolment in pre-school education** – up to 26.7 % of the total number of applicants. The rise in the number of applications for enrolment in pre-school education which were denied (a total number of 39,483) represented a year-on-year increase of 33.2 %. An above-average rate of rejected applications was seen in the Central Bohemian region (37.8 %), in the South Moravian region (36.6 %) and in Prague (32.5 %). A negative development in the number of rejected application is signalled by a year-on-year comparison in the Pardubice region (an increase by 61.1 %), the Liberec region (an increase by 58.1 %) and in the Moravian–Silesian region (an increase by 47.5 %).

The moderate decline in the number of children whose compulsory school attendance was postponed appears to be a positive phenomenon (20.5 %).

The share of **children younger than three years** has slightly increased (to 10 %). Problems related to the care for children below three years have not yet been solved with regard to legislation and finance.

The **share of children in pre-school education with special education needs (SEN)** has moderately risen and taking a republic-wide average it reached 2.9 %. In total 3,303 children enjoyed **institutional** care in special kindergartens whilst 9,236 children with SEN were educated in ordinary kindergartens. The proportion of children attending special classes within **group** care was 79.3 % and the rate of **individual** care was 20.7 %. One positive signal was the moderate increase in options of individual care.

Identification of **socially disadvantaged children** was very problematic at this time. One specific indicator could be the number of children in preparatory classes of basic schools and preparatory grades of special basic schools, where 3,200 children were enrolled. The proportion of children placed in preparatory classes for socially disadvantaged children in relation to the population of six year old children accounts for 3.0 % when republic-wide numbers are taken into account. In particular two regions stand out from the average of other regions – the Karlovy Vary and Usti regions – where in the school year 2010/2011 the monitored share was as follows: the Karlovy Vary region 13.8 % (in the past year 11.9 %), the Usti region 12.8 % (in the past year 10.1 %). It can be inferred that a number of socially disadvantaged children did not participate before compulsory school attendance in pre-school education at all. On the other hand, there was a positive finding that more and more such children had started to use preparatory classes for better adaptation to the school environment.

The share of **children who are foreign nationals** has increased (to 1.28 %) with the most numerous groups consisting of children of Vietnamese, Ukrainian, Slovakian, Russian and Mongolian nationalities. The highest share of such children was detected in Prague (4.2 % of the total number of children present in kindergarten classes), in the Karlovy Vary region (1.5 %) and in the Usti region (1.1 %).

Systematic work with **gifted and talented children** was not seen within pre-school education. Searching for talent at an early age of children probably does not work at all; comparison with international parameters in this area is discouraging. Methodological guidelines for the identification of talented children at an early age continue to be insufficient. Interest in programmes for gifted children is predominantly expressed by parents who think that their child belongs in such a category.

Utilisation of Kindergarten Capacities

In the visited kindergartens the CSI monitored whether capacities are used in accordance with records in the Register of Schools. The following overview shows the figures found and they have been broken down according to individual regions.

Table 3 Utilisation of capacities of the visited kindergartens according to regions

Regions above the average of the Czech Rep.	Capacity utilisation (%)		Regions below the average of the Czech Rep.	Capacity utilisation (%)	
	2010/2011	Trend		2010/2011	Trend
Central Bohemia	97.4	+	South Bohemian	91.5	+
Pilsen	96.0	+	Karlovy Vary	91.3	+
Prague	95.6	-	Pardubice	89.4	-
Hradec Kralove	94.9	0	Zlin	88.8	+
Olomouc	93.3	+	Liberec	87.7	0
South Moravian	93.3	+	Moravian–Silesian	87.6	+
Usti	92.4	+	Vysocina	87.3	+
Czech Republic	91.8	+			

In pre-school education the indicator of utilisation of capacities reached the highest values of all segments of the education system and rose by 3 % when compared with the previous school year. The situation was critical in a number of localities in the Central Bohemian, Pilsen and Karlovy Vary regions along with Prague.

School Education Programmes

The 2004 Framework Education Programme for Pre-school Education was obligatory for pre-school education and it remained unchanged. Kindergartens have been obliged to educate in compliance with school education programmes (SEPs) since 2007. Under the Education Act SEPs are key strategic documents of schools and must be developed in compliance with the valid Framework Education Programme for Pre-school Education (FEP PE).

The CSI has completed the first cycle of evaluation of SEPs in all kindergartens. In the past school year the first experience of kindergartens with their own evaluation of SEPs PE was seen. Schools also responded to external feedback on evaluation of compliance with their SEPs and the FEP PE carried out by the CSI and rectified found deficiencies. Despite all these efforts the occurrence rate of SEPs containing serious mistakes which schools were not able to remove so that their SEPs could become a school's main strategic document and an effective management tool remained very high.

Table 4 Evaluation of compliance of sections of SEPs with FEP PE in the kindergartens visited

Sections of SEP	2010/2011		2009/2010	
	Compliance	Non-compliance	Compliance	Non-compliance
General description of a school in SEP	88.5	11.5	87.3	12.7
Conditions for education	65.8	34.2	57.8	42.2
Organisation of education	76.0	24.0	75.0	25.0
Description of the education programme	81.0	19.0	76.3	23.7
Content of education	55.8	44.2	51.2	48.8
Evaluation system	62.5	37.5	58.2	41.8

More detailed evaluation according the principles of FEP PE is included in Part B, Table B 4 "Evaluation of compliance between individual areas of SEPs and FEP PE in the kindergartens visited".

School education programmes were oriented towards the goals of education in accordance with the requirements of the Education Act and their structures were drawn up as required. Problems with unclear terminology persisted (different terminology in the Education Act and the FEP PE).

A real strength of SEPs was the detailed development of educational objectives, goals and the overall philosophy of schools and a lack of compliance was found in only 8.3 % SEPs of all SEPs. However, practice showed frequent misunderstanding of basic terms and the philosophy of FEP PE, which could indicate that the document had been drawn up only formally.

An analysis of the inspections of SEPs covering the whole period monitored (2007–2011) demonstrated that the majority of deficiencies were in the description of the education content, in particular in more detailed specifications of the fields of activities and the expected outcomes of the integrated block (43.3 %) as well as in the description of further work with this (37.2 %). A positive finding resulting from class observations was the fact that one of the prerequisites of quality education – the content appropriateness in compliance with FEP and according to the relevant SEP – was thoroughly met in the kindergartens visited; some deficiencies were revealed, but only on average within 3 % of the total number of class observations.

Another problematic part of SEP was the "evaluation system". The description did not show SEP comprehensiveness (35.0 %); clear responsibilities of all stakeholders were not clearly specified either (35.7 %). Pedagogical staff had problems evaluating whether the objectives stipulated in SEPs had been met.

The weaknesses of the development of conditions for education in SEPs with regard to their practical use were school management (37.8 %) and staffing (28.6 %). Kindergarten head teachers did not know how to correctly identify strengths and weaknesses relating to the preparation and implementation of their SEPs; the results of the first evaluation revealed areas appropriate for support of pedagogical staff to be able to further develop their SEPs.

Despite gradual improvement of the quality of SEPs the high frequency of incorrectly developed strategic documents at the level of schools indicated systemic errors in FEP PE.

II. Effectiveness of Support for Development of Children's Personality and Overall Results of Pre-school Education

Effectiveness of Support for Development of Children's Personality

The focus of education in kindergartens on the development of children's personality is traditionally at the highest level when compared to other segments: information available to kindergarten teachers about FEP was almost 100%. In total 94.2 % of kindergartens conformed to the required standard of FEP, of which 8.9 % were in the category of good practice. One really positive finding is the fact that kindergarten teachers have begun to perceive **the importance of setting conditions and the organisation of education** in their SEPs. Step by step they are starting to use various modern methods and forms of education and they purposefully take into account specific possibilities of their schools and local conditions. However, the evaluation of the indicators of individualisation of education is less positive and schools more or less failed in this area; utilisation of methods of pedagogical diagnostics of children was in the majority of cases too formal.

A well-thought out **use of integrated blocks** appeared to be an important factor in support for the development of children's personality but in approximately one third of schools it was limited by deficiencies found in this area of SEPs (mainly as regards the further development of activities encompassed in integrated blocks, expected outcomes and the specification of strategies of further work with integrated blocks).

The average number of children who were officially registered in the kindergartens visited was 23.6 children per class (in large kindergartens the average number of children was 24.8); average attendance was 16.4 children in one class, which accounts for class participation of 69.3 %. Under Decree No. 14/2005 Coll. on pre-school education, as amended, the maximum number in pre-school education is 24 and in a number of classes the maximum of children was 28, which is the maximal permitted exception. The CSI points out the risk during events organised outside school buildings (for example strolls, staying in the garden, outdoor school and so forth), where it is necessary, because of OHS, to provide one teacher for a maximum of **20 children.**

In the kindergartens visited by the CSI it was detected that **the proportion of children with special education needs (SEN)** was 2.5 %. A decrease in the number of children in classes was the most frequent measure to support children with SEN. Results of a comparative analysis arising from class observations confirmed the hypothesis that the number of children in classes considerably affected teaching forms and methods. A positive finding seems to be provable efforts to accept such children and create opportunities for education with respect to their needs. A lack of methodological guidelines and practical procedures persisted in this area of pre-school education. Pedagogical staff showed an interest mainly in the further education of teachers aimed at acquiring the necessary new competences as regards how to work with such children in mainstream classes.

At present schools fail to teach according to newly conceived strategies for the education of pupils with SEN, in particular by the application of their right to education through specific forms and methods and to the creation of special conditions enabling their education (mainly Sec. 16 of the Education Act and Decree No. 73/2005 Coll.), in particular in the case of socially disadvantaged pupils.

The CSI found out that the proportion of socially disadvantaged children in kindergartens is 1.0 %, with the highest proportion of such children being registered in the Moravian–Silesian region (4.1 %) and in the Karlovy Vary region (3.9 %). On the other hand, no socially disadvantaged child was recorded in the kindergartens in the Zlin region.

Table 5 Share of children with SEN and socially disadvantaged children in the kindergartens visited in the school year 2010/2011

Region	Number of children present				
	Total	of the total number of children present			
		Children with SEN including socially disadvantaged children		Only registered socially disadvantaged children	
		Number	%	Number	%
Moravian–Silesian	1,549	99	6.4	63	4.1
Karlovy Vary	816	41	5.0	32	3.9
Pilsen	1,979	80	4.0	2	0.1
Vysocina	1,353	53	3.9	5	0.4
Hradec Kralove	2,934	104	3.5	40	1.4
Zlin	2,446	85	3.5	0	0.0
Czech Republic total	33,883	848	2.5	355	1.0
South Moravian	3,409	71	2.1	24	0.7
South Bohemian	2,243	48	2.1	10	0.4
Usti	1,829	36	2.0	3	0.2
Central Bohemian	4,926	82	1.7	78	1.6
Olomouc	3,070	52	1.7	54	1.8
Prague	3,776	58	1.5	16	0.4
Pardubice	2,309	26	1.1	11	0.5
Liberec	1,244	13	1.0	17	1.4

Support for and the creation of opportunities for children with SEN was detected in 44.8 % of the kindergartens where classes were observed. As regards this area large kindergartens received better evaluation (44.8 %) than small ones (39.5 %). The pedagogical staff of kindergartens would welcome more opportunities to participate in the further education of teachers focused on the issue of inclusion and on practical instructions in how to work effectively with children who have SEN.

As in previous years, only very few gifted and talented children were diagnosed in kindergartens; there were only eight in 2,704 observed blocks (of whom three were from the Olomouc region). Activities for gifted children are mainly oriented toward sports or options to include a child in different hobby clubs. The problem with the development of gifted children consisted mainly in the unfavourable financial situation. In some kindergartens teachers worked in hobby clubs beyond their ordinary duties and without any possibility to claim remuneration for such work.

Education in kindergartens is carried out predominantly in a **favourable climate**, in an environment open for mutual communication which encourages interest in school instruction (to this end 56.9 % of teaching units were evaluated as substantially positive, 38.1 % were rather positive, 4.2 % displayed risks, and 0.8 % of kindergartens received negative evaluation). According to the evaluation provided by school inspectors the value of the "democratic environment, mutual communication and motivation of children in class teaching" indica-

tor demonstrated the highest value when compared with other levels of schools (an average of 3.51). A comparison of the final evaluation of small and large kindergartens demonstrates, in this particular case, considerable differences in favour of large kindergartens. A correlation analysis proved that the differences found substantially related, in terms of statistical data, to the level of professional qualifications of teachers (almost 90 % of teachers were fully qualified in large kindergartens while in small kindergartens this number totalled only 75 %). A more favourable **climate** and **deeper interest in education** were revealed in classes where teachers more often used activating and comprehensible methods of teaching accompanied by target verbal communication.

School consultancy services were provided by pedagogical and psychological centres and special pedagogical centres. The former registered 31,827 children attending kindergartens and the latter ones took care of 178 children from kindergartens.

Assessment of Overall Success of Children in Pre-school Education

The CSI concentrated on the level of skills achieved and the abilities of children attending the last grade of pre-school education prior to the beginning of compulsory school attendance and on the issue of the postponement of compulsory school attendance. In this case it was also difficult to assess, without any standards for pre-school education, the benefits brought about by the measures aimed at the overall success of children who are due to leave pre-school education. Below is an overview of the share of children whose compulsory school attendance was postponed, broken down according to regions.

Table 6 Share of children with postponed compulsory school attendance (PCSA), of the number of five-year old and older children in the visited kindergartens

Regions above the average of the Czech Rep.	Share of children with PCSA (%)	Regions below the average of the Czech Rep.	Share of children with PCSA (%)
Moravian–Silesian Region	24.4	Karlovy Vary	15.6
Hradec Kralove	22.7	Prague	15.0
Liberec	17.7	Zlin	14.1
Olomouc	17.2	Usti	13.0
Pilsen	17.1	Central Bohemian	11.4
Pardubice	17.0	Vysocina	11.0
South Moravian	16.8		
South Bohemian	16.5		
Czech Republic	15.7		

The most frequent causes of postponements were speech impediments and health reasons. The highest share of such children was in the Moravian–Silesian and Hradec Kralove regions, while the Vysocina region displayed the lowest share.

In a sample survey the CSI monitored what measures were implemented in kindergartens to increase the success rate of children who are about to start com-

pulsory school attendance. For more detailed results see Part B. In the classes for children attending the last grade before starting compulsory school attendance, children who failed to be accepted for the first grade of basic school prevailed (15.8 %). The proportion of children who returned to kindergartens in the course of the school year was minimal (0.1 %). Children were often provided with speech therapy (84.6 % of kindergartens) and kindergartens which had partner programmes with the basic school which it was assumed children would attend displayed the same share. The most frequent risks preventing the success of children were speech impediments and communication problems (69 %), development of graphical motor activity (38 %), psychological instability (31 %), i.e. problems with adaptation to a change and problems with concentration, and finally an absence of working habits (23 %). The low provision of information about FED PE to pedagogical staff teaching in such classes is considered negative. The share of teachers who were familiar with the FEP for basic education was only 31 %.

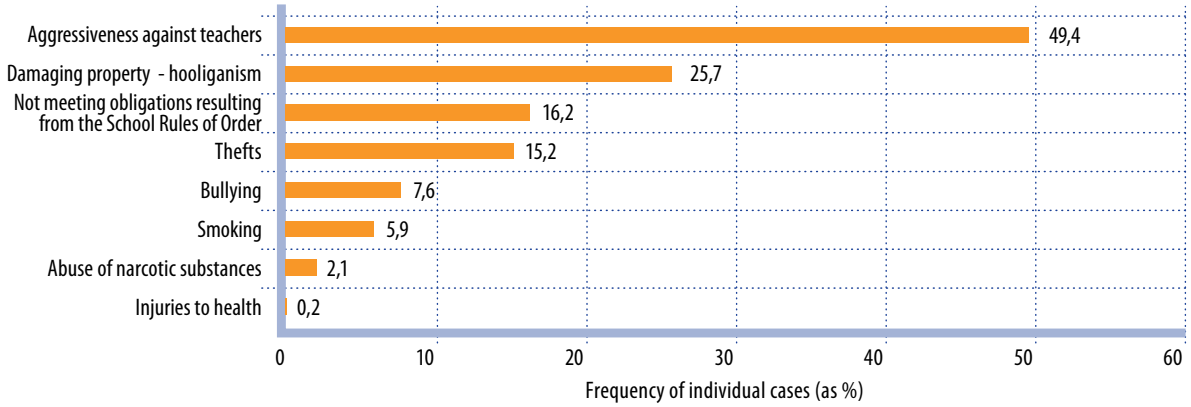
The problem concerning consistency between pre-school and basic education persists. A process of standardisation of outcomes of FEP PE was commenced but diagnostic tools and procedures for the verification of the maturity of children for compulsory school attendance are still missing in activities carried out by pedagogical staff. When recording children for the first grade the procedures used by basic schools differ and in a number of cases there is not any contact between a kindergarten and the respective basic school.

III. Preventive and Innovative Programmes in Pre-school Education

Preventive Programmes in Pre-school Education

In the past school year the CSI attempted to find out about occurrence of cases (having being resolved) of the risky behaviour of children in the schools visited. The following bar chart shows the percentages of the proportion of risky phenomena compiled from the data provided by kindergarten head teachers. (In total 515 cases of risky behaviour were found in 421 monitored kindergartens.)

Chart 1 Cases of risky behaviour solved in kindergartens



Occurrence of risky phenomena was frequent and the result of the survey confirmed the hypothesis about the growth of aggressiveness against teachers. The CSI recommends that schools pay increased attention to this area in their self-evaluation.

Support for Education towards Health

One of the important fields of prevention is support for education towards health. Inspection activities of the CSI concentrated on detecting and evaluating the level of support for health and a healthy lifestyle, especially in relation to the provision of education objectives encompassed in FEP, namely in the part entitled "The Child and the Body". As in previous years the rate of school injuries was monitored. Provision of education towards health was evaluated very positively. The topic of health was correctly incorporated in SEP of all visited kindergartens.

The following overview contains a comparison of the monitored indicators of support for education towards health in small and large kindergartens.

Table 7 Occurrence of activities supporting education towards health in kindergartens (data as %)

Monitored activities	Kindergartens		
	Total KGs	Small KGs	Large KGs
Activities relating to OHS	83.5	84.4	82.8
Development of motor skills	92.6	92.1	92.9
Support for a healthy lifestyle	91.3	92.6	90.4

The area of support for a healthy lifestyle (in particular, a drinking regime, resting and relaxing activities, variety of food and some other issues are taken into account) is at a good level in 91.3 % of kindergartens. In the lessons observed children were led towards orientation in traffic situations and were involved in training in safe behaviour and in activities concerning the topic of protection of health and safety. Such activities were registered in 83.5 % of kindergartens. At the same time this area displayed quite frequent deficiencies; occurrence and the number of established deadlines for their removal is included in the overview below:

Table 8 Deficiencies in OHS with deadlines established for their removal in pre-school education

Staffing pertaining to OHS	5
Instructing children and pupils in the area of OHS	15
Safeguarding safety in school premises	44
School injuries	13
Safeguarding safety during out-of-school activities	2

In the school year reviewed the CSI register electronically recorded 1,220 school injuries in kindergartens; more often boys were injured (58.9 %) than girls (41.1 %). Almost half of the injuries (48.8 %) occurred during activities in school gardens, whereas in classrooms there were only 25.7 % of injuries. The most frequent causes was inattention of children (64.0 %); other persons caused 16.8 % of injuries. Legs and arms (50.5 %) and heads (36.4 %) were the most often injured. May and June (17.2 % and 16.1 % of all injuries) are critical months and as regards times of the time of the day injuries usually occurred between 10 a.m. and 11 a.m.

In the past school year the CSI carried out 103 follow up checks of OHS in kindergartens.

Innovations in Pre-school Education

In relation to the main priorities of 2007 long-term objectives the most considerable progress has been achieved in the modernisation of educational content since all kindergartens have incorporated their own SEPs in accordance with FEP PE. The process of standardization of PE has been launched. Some progress was found in kindergartens when meeting the goals of inclusive education.

As regards support for languages and ICT kindergartens were limited by their personnel and economic conditions.

Creation and introduction of quality systems, evaluation methods and self-evaluation in kindergartens were at the lowest level both as regards documents being prepared and in practice in all the evaluated areas.

With respect to the enhancement of professionalism and improvement of work conditions for pedagogical staff kindergartens did not manage to ensure sufficient provision of further education of teachers in order to supplement qualifications in compliance with the requirements of Act No. 563/2004 Coll. on Pedagogical Staff and on the amendment to some other acts, as amended, and ensure that teachers are rewarded for innovative activities when drawing up and implementing SEPs. In 2010 a decline in the amount of the average salary of pedagogical staff was ascertained.

Support for the Development of Basic Functional Literacy in Pre-school Education

The CSI aimed at monitoring modernisation of the content of education in the context of the development of functional literacy. As regards the development of functional literacy and attaining competences in this area an emphasis is put on motor skills (in 92.6 % of teaching units) and support for a healthy lifestyle (91.3 %). Teachers appropriately linked these activities with the creation of habits of children to be able to perceive themselves positively (90.8 %), with the development of their aesthetic perception, feeling and experience (90.0 %) and with children's creativity, emotion and taste (88.0 %).

Less attention was paid to activities supporting the development of mathematical literacy (work with formulae and symbols – 54.3 %, geometric depiction, work with models – 36.9 %). Among weaknesses there was (with the exception of pre-reading skills) work with information in general (46.9 %) and teachers only rarely used new scientific and technological findings (34.3 %). These deficiencies obviously related to only sporadic utilisation of ICT in educational activities. The use of ICT was only observed in less than 5 % of teaching units. Recorded differences between small and large kindergartens are insignificant in these monitored indicators.

Correctness of the content of taught lessons was a logical factor of effectiveness of support for development of functional literacy and in all the observed teaching units it reached almost one hundred percent (to be precise it was 96% and it was slightly higher in small kindergartens – 97.3 %).

The following monitored organisational and motivating activities supporting the development of functional literacy were applied most frequently:

- differentiated tasks and requirements according to the capabilities and possibilities of children (of which mostly social literacy, in particular support for development of children's creativity, sensitivity and taste);
- leading children toward searching for relations between individual areas of education (this relates mostly reading literacy, in particular searching for information and following work with it, and towards natural science literacy, mainly the creation of opportunities for experimenting with and manipulating different subjects);
- regular assessment of children and learning from errors made (this relates mostly to reading literacy, in particular support for the development of aesthetic perception, feeling and experience).

Application of motivation activities in order to support the development of other functional literacy (basis of a foreign language, elementary mathematical skills and use of ICT) was not very visible. Only more frequent out-of-school events, preparation of children for contests and participation in such contests supported multicultural education.

With regard to the development of functional literacy **group cooperative instruction** dominates, but the creation of conditions for work with children, individualised teaching and provision of opportunities to children with SEN with respect to their needs also substantially contribute to the development of functional literacy. The hypothesis is that the influence of frequently applied **frontal teaching** on the effectiveness of support for the development of functional literacy as well as on the creation of a favourable climate is, when taken as a whole, lower than the influence of other forms used.

Activating methods unambiguously dominate in efficient support for the development of functional literacy, primarily in social literacy, natural science literacy and also in education towards health. Moreover, the contribution of **illustratively demonstrating methods**, in particular simple experimenting, is also very significant. Story telling by teachers and communication with children cross-cut all types of functional literacy and appears to be effective; however, relations seem to be less visible than in the case of the above-mentioned methods.

Development of Pre-reading Skills

Inspection evaluations of the CSI concentrated on key competences – mastering skills preceding reading and writing; development of speech and receptive language skills (perception, listening and understanding) as well as productive language skills (pronunciation, creation of terms, oral speech, ability to express themselves). The table below presents the occurrence of the monitored indicators in lessons (as percentages) using comparisons of small and large kindergartens.

Table 9 Support for development of pre-reading skills in pre-school education

Monitored indicators for support of pre-reading skills Section in FEP PE – "A Child and His/Her Psychology" (share of teaching units in which the given phenomenon was observed – as %)	Small KGs	Large KGs	Total KGs
Work with texts, attaining some knowledge and skills which precede reading and writing, development of an interest in written forms of language	56.3	48.2	51.7
Searching for information, an ability to use means of information and communication which a child can regularly meet (books, cyclopaedic books, journals, computers, audio-visual technology, telephone and so forth)	48.3	45.9	46.9
An opportunity to use information found, development of communication skills (verbal and non-verbal) and cultivated speech	49.7	50.1	50.0

The following are the most important factors measuring the quality of support for development of the skills necessary for reading: qualifications of teachers and a possibility of specialised training, participation of schools and involvement of teachers in development projects as well as the ability of teachers to interconnect educational activities with the real environment. A low level of these attributes consequently represents risk for the group and in particular individual failure of children in the evaluated area. Further important factors are the size of the class and the prevailingly low information literacy of teachers with long teaching experience.

Kindergartens have built up and used class, school or public libraries, which have a sufficient number of various kinds of books, audio-visual aids and ICT and therefore they positively affect the development of reading literacy. However, the level of libraries' equipment and facilities differ.

The system of pre-school education lacks professionals for improving speech impediments, for special speech therapy for children who might need it. Such care has not been sufficient for a long period of time.

In order to further develop the competences of teachers in this area, methodology and the provision of further education aimed at this issue, which could fully satisfy the likely high interest of school managers as well as teachers in attaining comprehensive and correct information are missing.

Development of Support for Foreign Languages

As far as this area is concerned the CSI monitored the impacts of the measures adopted in accordance with the National Plan of Education in Foreign Languages, which terminated in 2009, and in compliance with the 2007 long-term objectives. The CSI evaluated the level of language skills of teachers and the occurrence of activities directed towards supporting foreign language instruction and motivating children to get interested in foreign languages in general.

The level of language knowledge of teachers in kindergartens was not very good. The share of teachers with English language knowledge was 18.6 %. With regard to foreign languages 27 % of teachers had knowledge of the Russian language, 9 % of teachers spoke German, while knowledge of other languages was minimal. Teachers involved in pre-school education also had minimal opportunities to acquire or extend qualifications in foreign languages.

Table 10 Support for learning basis of foreign languages in pre-school education

Monitored indicators of support for foreign languages Section in FEP PE – "A Child and His/Her Psychology" (share of teaching units in which the given phenomenon was observed – as %)	Small KGs	Large KGs	Total KGs
Activities to support multicultural education	20.6	26.6	24.0
Bilingual education	6.7	2.8	4.5
Explanation of unknown terms and foreign words	45.5	42.4	43.7

Possibilities of bilingual education were ascertained in a small number of the visited kindergartens. In the area of support for foreign languages small kindergartens were surprisingly evaluated better than large ones. Higher occurrence of activities supporting multicultural education was seen in classes which accommodated the children of foreign nationals.

Development of Basic Mathematical Skills

The importance of establishing mathematical awareness and the development of mathematical thinking are a prerequisite of future education success. FEP PE was issued in 2004. However, this document does not define the requirements for the development of mathematical thinking in a separate section but they are partially concentrated in chapter 5.2 "A Child and His/Her Psychology", subsection 5.2.2 "Recognition Abilities and Functions, Imagination and Fantasy, Thinking Operations". Thus it would be appropriate to add to the FEP PE a specific amendment – elementary outcomes preceding mathematical skills (not as cross-cutting topic).

Table 11 Support for development of mathematical skills in pre-school education

Monitored indicators of support for mathematical competences Section in FEP PE – – "A Child and His/Her Psychology" *(share of teaching units in which the given phenomenon was observed – as %)*	Small KGs	Large KGs	Total KGs
Intentional use of memory for learning, understanding of elementary time terms, searching for relations and orientation in space, time and area, solving riddles, puzzles, labyrinths	78.4	77.0	77.6
Work with formulae and symbols, distinguishing simple signs (letters, figures, pictograms and signs)	53.3	55.0	54.3
Geometric depiction of shapes, work with models, drawing basic shapes	36.9	36.9	36.9

For the purpose of motivating children and the development of their mathematical skills as early as possible conditions at the national level (in FEP PE) have not yet been created which can be seen in already written SEPs. The absence of provision of education to teachers in this area must be considered as negative.

Development of Information Literacy

As regards pre-school education ICT was not used in 95.1 % of the kindergartens visited. The following overview shows the findings concerning the work with ICT gathered through inspection observations. At the same time findings are compared with groups of teachers according to the length of their teaching experience and their age.

Table 12 Utilisation of ICT in teaching in kindergartens (data are presented as %)

Methods of utilisation	Total KGs	Teachers with teaching experience		
		up to 3 years	more than 3 years	of which above 60
ICT was not used	95.1	98.7	94.5	93.7
Simple presentation of topics to be taught using ICT	1.9	0.6	2.1	1.6
Use of specialised SW applications without direct use by children	0.2	-	0.3	-
Use of specialised SW applications + direct use of ICT by some children	2.7	0.6	3.0	4.8
Use of specialised SW applications + direct use of ICT by all children	0.1	-	0.1	-

An interesting finding was the fact that special SW applications were relatively most frequently used by teachers over 60 years of age. In this area there are especially barriers concerning insufficient preparedness of pedagogical staff; on the other hand equipment used in kindergartens has moderately improved.

Development of Social Literacy

Within the three-year programme cycle of the CSI the topic of social literacy was monitored in relation to assessment of how the expected outcomes of educational areas "The Child and Other People" and "The Child and Society" defined in FEP were met. Analyses of SEPs and class education programmes showed that there had been an obvious effort on the part of 86 % of schools to pay attention to the development of social literacy in accordance with the principles encompassed in FEP PE and more than 40 % of the schools visited profile their SEPs in this area.

Activities aimed at forming social skills for respecting rules for coexistence in class and distinguishing good and wrong behaviour were evaluated best of all. The largest deficit in work in class was found in "delegating" responsibility to children and using their own initiative. Children had only few opportunities to co-decide on the class programme.

Table 13 Support for development of social literacy in pre-school education

Monitored indicators of support for social literacy Section in FEP PE – "The Child and the Other" and "The Child and Society" *(share of teaching units in which the given phenomenon was observed – as %)*	School year		Trend
	2008/2009	2010/2011	
Development of pro-social behaviour (to distinguish good and wrong behaviour, to respect rules for class coexistence, to recognise other people, to respect differences)	74.6	70.5	-
Space for natural communication (children accept different roles in the collective of other children, are led to responsibility, to self-presentation and to co-formation of rules)	84.3	78.0	-
Opportunities for cooperation (development of mutual relations, listening to others, perception of speech of other people, an ability to make a decision)	87.6	92.4	+
Opportunities for verbal and non-verbal partner communication (child – child, child – teacher)	92.2	92.3	0
Opportunities to get to know the local community	63.2	63.4	0
Support for developing and cultivating aesthetic perception, feeling and experiencing, development of child's creativity, sense and taste	82.6	88.0	+
Support for positive self-perception	87.3	90.8	+

Further space for improvement generally consisted in recognising other members of the collective and respecting their differences.

In the past school year development of new tools and procedures which would allow for evaluation of the effectiveness of support for social literacy in education was launched in cooperation with the Institute of Civic Education (Institut občanského vzdělávání) hosted by the Masaryk University in Brno. The Annual Report encompasses only the main conclusions arising from the findings provided while in-depth research will also continue in this school year. The CSI will publish its results in a separate thematic report.

Development of Natural Science Literacy

The CSI monitored, in the framework of the three-year cycle, the topic of natural science literacy in the context of evaluation of how the expected outcomes of the education area "The Child and His/Her World" defined in FEP were met in relation to environmental education and instruction. The majority of the monitored indicators were at a lower level in comparison with evaluation of social literacy. The topic of development of natural science literacy was incorporated in all SEPs, which is considered as positive. Focus on environmental education was quite frequent. The basis of natural science literacy was a part of school profiling beyond the requirements of FEP in 28% of kindergartens.

Table 14 Support for development of natural science skills in pre-school education

Monitored indicators (occurrence in class instruction, data as %)	School year		Trend
	2008/2009	2010/2011	
Links between education and practice and life situations	91.3	94.1	+
Use of new scientific and technological findings	34.3	34.3	0
Care for the surrounding environment	61.6	70.2	+
Opportunities for experiments, manipulation and intentional observations	62.5	68.7	+
Acquiring awareness of the significance and protection of the environment	62.8	63.9	+

A high degree of inclusion of out-of-school activities (such as outdoor schools and/or trips) and their use for the development of the natural science literacy of children, active searching for and utilising of external forms of cooperation at the local level and an emphasis on care for the environment were positive. A comparison of selected indicators of natural science skills after three years is demonstrated by the following overview.

Prevalence of mere provision of information in the monitored areas of recognising animate nature (raising animals, growing plants, caring for the school garden and the nearest neighbourhood, structural monitoring of natural phenomena) and inanimate nature (simple experiments with materials, looking at the landscape, weather) is considered as negative because the share of practical activities was very low. Contacts of children with animate nature were ascertained in only 57 % of the visited kindergartens. An insufficient emphasis was put on support of child independence in elementary natural science "research" and on the development of the competence to solve problems (this affects the sphere of natural science procedures in compliance with their OECD/PISA definition).

An occurrence of activities carried out in order to involve children in care for the class environment and the close neighbourhood of their schools substantially decreased (a decline of 27 %). The CSI recommends teachers to find an appropriate form and to focus, to a larger extent, on options to inform children about new scientific and technological findings.

The development of new tools and procedures which would allow for evaluation of the effectiveness of support for natural science literacy in education was launched in cooperation with the Faculty of Natural Sciences of the Palacky University in Olomouc. The Annual Report encompasses only the main conclusions arising from the findings provided while in-depth research will continue in this school year also. The CSI will publish its results in a separate thematic report.

Relations between Areas of Education

Activities aimed at developing reading literacy and natural science literacy, in particular creating of opportunities for learning local culture and caring for neighbouring environments, support each other to a largest extent.

Activities pertaining to the area of social literacy and education towards health, in particular support for the development of aesthetic perception, experiencing support for a healthy lifestyle, support each other considerably.

More frequent explanation of unknown terms and foreign words (the area of foreign languages) mostly relates to the creation of opportunities for the use of information found (reading literacy) and to the utilisation of new findings, in particular in the area of natural sciences.

IV. School Management and Effective Strategies of Pre-school Education

Kindergarten Head Teachers

The average age of kindergarten head teachers was 49.9 years and the average time of their pedagogical practice was 28.4 years, of which the average time of management practice was 12.5 years. Changes in the office of kindergarten head teachers were minimal. The representatives of the CSI participated in 167 interviews within which new kindergarten head teachers were selected and appointed.

The high proportion of qualified head teachers (94.9 %) is positive. Introduction of compulsory training in management have helped them to cope with difficult tasks relating to legal issues as well as to the preparation and development of new school education programmes.

On the whole the required situation was achieved in 84 % of kindergartens; the proportion of schools displaying some risks was less than 16 % and the proportion of schools with management problems increased by 4.3 % when compared with the previous year. On the basis of a higher rate of risks and at the same time according to above standard evaluations (10.5 %) of the "School Management" criterion it is possible to infer large differences among individual kindergartens in ensuring school operations. The consequence of a higher proportion of management risks and staffing risks (15.6 %) is also a higher share of risks reducing the effectiveness of the organisation of education (14.3 %) and finally also the functioning of systemic evaluation of school achievement (10.1 %).

Table 15 Evaluation of the level of managerial skills of kindergarten head teachers

Monitored indicators	Frequency of achieving required status (%)		
	2009/2010	2010/2011	Trend
Strategies, SEP, innovation in the content of education	82.5	89.3	+
School management, meeting duties of a head teacher	88.6	84.4	-
Creation of staffing preconditions, risk assessment	86.3	83.9	-
Implementation of the results of evaluation system and of assessment of success rate of children	86.0	89.7	+
Development of partnerships	97.8	98.0	+
Active knowledge of a foreign language	17.2	35.6	+
Participation in projects	39.1	36.3	-

Schools no longer had a problem naming intentions and setting long-term objectives. However, it has remained a problem to further develop general objectives into particular goals and to work with educational objectives in general, i.e. to understand relations between key competences and particular (partial) goals in different sections of FEP PE and to implement them in the education process. It was mainly non-systematic assessment of education achievement and problems with staffing to provide good instruction that were among the frequent risks.

The CSI evaluated the effectiveness of the organisation of pre-school education as unsuitable in 14 % of kindergartens. Most often there were deficiencies in the identification of children for adequate group and individual support, elaboration of the content of education in integrated blocks according to FEP and absence of systemic evaluation of schools. A high occurrence of errors in this area was quite often affected by external factors (system faults in FEP PE, financial problems, too many children in classes).

School Climate in Kindergartens

The CSI also assessed the overall climate using three main indicators (out of a total of twelve indicators): working climate in classes, development of partnerships, and factual focus of complaints and suggestions provided within pre-school education.

In all the monitored indicators of **school climate** evaluation of pedagogical staff was the most favourable in this segment. If a four-grade scale is used the environment of schools was evaluated as the best, followed by a high feeling of belonging to the school team and interpersonal relations. For more detailed evaluation and assessment see Part B, Table B 22a.

With regard to the **development of partnerships,** kindergartens focus primarily on parents. Despite such efforts kindergartens have not yet managed to create cooperating networks between schools. In a range of small villages kindergartens played the role of community schools and they had traditionally close links to their founders. The CSI evaluated school partnerships in 98 % of kindergartens as being at a good level, of which 10 % of schools were at the level of good practice.

Complaints and suggestions related most frequently to communication between kindergartens and parents, operations of kindergartens, organisational arrangements of instruction, the course of education and staffing. (For more details see Part B, Table B 19).

V. Support for Pedagogical Staff

The long-term strategic goal of "Enhancing Professionalism and Improving Working Conditions of Pedagogical Staff" was defined in the National Programme of Education Development in the Czech Republic" (White Book) as well as in the 2007 Long-term Policy Objectives. When compared with other segments teachers working in pre-school education received the least support. In particular, access to ESF development projects was limited for kindergartens as in pre-school education it is possible to utilise only projects aimed at children with SEN. Templates which would allow kindergartens to facilitate complex administration of projects were not accepted. When kindergarten teachers are compared to the pedagogical staff of other types of schools there were only negligible possibilities to appreciate innovative work on SEPs.

According to statistical data the number of recalculated teachers increased by 4.9 %. The average number of children per teacher remained stable and female teachers prevailed among pedagogical staff. The decline (by 6.6 %) in the number of hours exceeding the number of hours allotted to teachers as a standard

is considered as positive. In contrast to this decrease, the number of qualified teachers was negative as the share of unqualified teachers accounted for 10.2 %. The proportion of **qualified teachers** is higher among older teachers who have had a longer pedagogical practice. This group proves to have, on the one hand, a higher level of knowledge and skills relating to SEPs, and, on the other hand, a lower level of knowledge of ICT and its utilisation in lessons.

The average salary of teachers in the kindergartens visited was CZK 21,483, which is almost the same as in the school year 2009/2010 (CZK 21,410). Both the tariff and sliding components of salaries fell (4.1 % and 41.6 %). The trend of decrease in costs for overtime hours (by a further 33.4 %) continued. Average expenditure on the further education of teachers decreased almost to one third of the amount paid in the school year 2009/2010. Reduction of all these values corresponds to the trend of the aforementioned nation-wide cost savings.

As far as the kindergartens visited are concerned the average age of teachers was 43.7 years. The growth in the share of fresh teachers teaching less than then years was positive – 14.9 %, whilst the proportion of teachers having practised for 35 years and more was 8.1 % in the same schools. A larger variety of forms and methods of teaching, motivating activities, creating opportunities and supporting functional literacy mostly related to the **longer pedagogical practice of teachers.** However, they were less connected with the qualifications of teachers and with a higher level of knowledge and skills concerning SEP.

Influence of these professional qualities was reflected in the more frequent use of comprehensive methods of teaching, in leading children towards recognition of relations between educational areas through appropriate inclusion of integrated blocks, further in the search for and use of information and new findings appropriate to the intellectual maturity of different age groups of children. Qualified teachers managed more than others to create an environment of open mutual communication and to encourage the interest of children in education.

When all parts of the system of education are taken into account a very low proportion of teachers (4.7 %) with professional specification was reported from kindergartens.

The development of the monitored indicators since 2008/2009 is described in more detail in Part B, Table B 12, "Selected indicators of comparisons of staffing in kindergartens, basic and secondary schools visited between 2008 and 2011".

When kindergartens are compared with other segments, interpersonal relations and conflict free communication between adults were detected in 68.6 % of kindergartens.

Availability of Experts in Kindergartens

The proportion of kindergarten teachers who have some specialisation was 4.7 % and was the lowest among all groups of pedagogical staff. In this segment the proportion of class teachers accounted for 19 %, the share of teachers educated in special pedagogy was 5 %, the share of SEP coordinators was 2.3 % of teachers, and the share of teachers with ICT specialisation reached only 1.5 % whilst the minimum of teachers worked as trainers (0.3 %).

The CSI monitored the level of skills of teachers in the field of ICT using the scale included in State Information Policy in Education. Altogether 78 % of teachers had acquired a first degree, 20.5 % of teachers had acquired an advanced level degree, while only 1.5 % of teachers had specialisation or could work as coordinators of ICT. The different level of ICT knowledge and skills of teachers did not substantially influence the course of teaching in individual areas of education. Only slightly lower use of verbal methods (storytelling, lecture, dialogue) was observed with respect to teachers who had attained a higher rather than basic level of knowledge and skills of ICT.

Further Education of Kindergarten Teachers

Participation of some teachers in one of the forms of further education was detected in 48 % of the kindergartens visited. With regard to the problems of cover for teachers this share was bigger in large kindergartens (67 %), while in small kindergartens (up to 50 children) only teachers in 35 % of schools got the opportunity to participate in further education of teachers. The table below demonstrates how specified forms of studies are used in kindergartens.

Table 16 Further education of kindergarten teachers – under Sec. 1 of Decree No. 317/2005 Coll. (data as %)

Forms of further education of teachers	Small KGs	Large KGs	Total KGs
To satisfy qualification requirements	13.3	8.3	9.9
To satisfy further qualification requirements – ICT	5.6	4.4	4.8
To attain further qualification requirements – prevention of socio-pathological phenomena	1.1	0.9	0.9
To extend professional qualifications	14.1	12.6	13.1

Due to economic reasons the form of short-term training courses and seminars was preferred by kindergartens, as they were less expensive and less demanding in terms of cover for teachers participating in training courses. The following overview shows the forms of further education of teachers according to topics.

Table 17 Further education of kindergarten teachers (FET) – according to topics of training courses and seminars (data as %)

Forms of further education of teachers	Small KGs	Large KGs	Total KGs
FET to extend teacher's competences in pedagogical and psychological work	35.3	29.9	31.6
FET concerning curricular reform of FEP and SEP	29.5	25.5	26.8
FET concerning special pedagogy	14.9	20.4	18.6
FET concerning assessment of children and school self-evaluation	17.5	18.5	18.2
FET concerning ICT utilisation	14.3	19.9	18.1
FET to perform managerial positions	18.3	13.0	14.7
FET – foreign language	7.4	4.8	5.6
FET for schools with few classes	1.9	0.0	0.6

The above overview clearly shows that the focus of school systems of further education of teachers was set to point out the priorities for successful implementation of SEPs and supported the long-term goals of the 2007 long-term objectives.

Material and Financial Prerequisites of Kindergartens

In general, the CSI evaluated the situation pertaining to school equipment as being at an average level in 78 % of the kindergartens visited. Interviews with teachers clearly showed their high evaluation of and satisfaction with the quality of the working environment. In total 43.4 % of teachers evaluated their material and technological equipment as very good, 52.9 % of teachers appreciated the possibility of using existing conditions and 55.8 % of teachers were actively involved in care for the school environment.

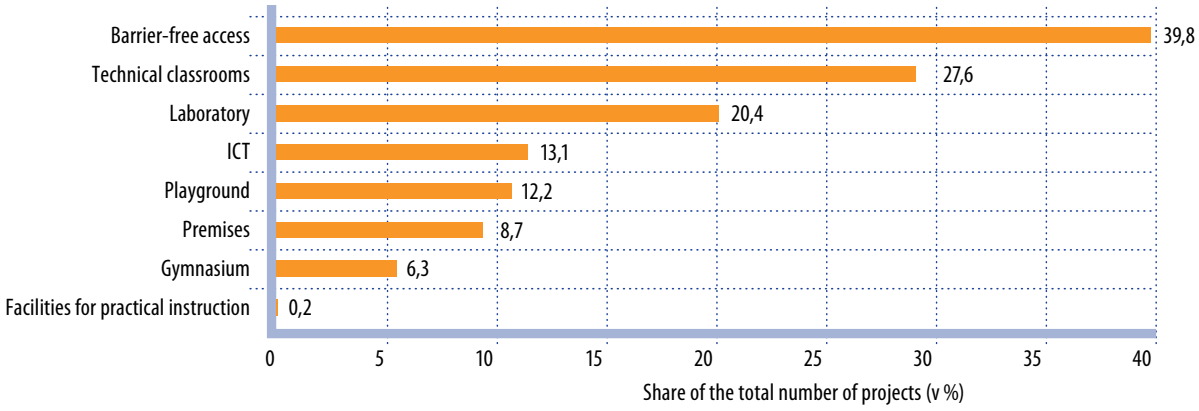
Table 18 School premises where faults were found (kindergartens)

Monitored indicators	Number of faults
School gardens	10
Playgrounds and other spaces for games	7
Classrooms	7
Sanitary rooms and cloakrooms	6
Gymnasiums	3
Playrooms	3

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. Risks were revealed in 8.7 % of kindergartens. Results of evaluations of OHS carried out in 103 kindergartens are summarised in the table above.

Investment projects seemed to be an important contribution to improving the material and technological background of kindergartens. Towards the end of the 2010/2011 school year altogether 98.4 % of the kindergartens visited were either involved in different investment projects or completed projects launched earlier. Most financial resources were allocated by kindergartens to the construction of barrier-free access and rooms for acquiring professional skills for simple orientation. The focus and share of different investment projects in these schools are presented in the data contained in the following bar chart.

Chart 2 Focus and share of implemented investment projects in kindergartens



Financial Prerequisites of Kindergartens

In the past school year restrictive measures and, in particular, the introduction of a new cross-cutting indicator (i.e. separation of payroll budgets of pedagogical and non-pedagogical staff) in combination with legislative changes in remuneration negatively affected activities of kindergartens. Head teachers had to tackle risks mainly in the operations of schools; the growth in the number of teachers was on account of operational activities.

The share of expenditure of the state budget in costs of the schools visited according to the purpose can be found in Part B, Table B 10. The share of resources from the state budget used for personnel increased (90.1 %), when compared to the previous year, on account of costs of teaching aids (a decline to 1.5 %), of training courses and further education of teachers (a decline to 2 %). The following table contains a year-to-year comparison of selected economic indicators.

Table 19 Evaluation of financial prerequisites in the visited kindergartens

Monitored indicators	2009 – 224 KGs	2010 – 379 KGs	Trend
Capacity utilisation	0.830	1.374	+
Non-investment expenditure (NIE) per child	76,136	54,810	-
Share of the state budgeted allocated to NIE per child	51,887	37,891	-
of which: basic subsidy		36,690	
MEYS development programmes		1.201	
subsidies per child		10,139	
Average salary of a teacher in publicly funded schools	20,410	21,483	+
Including tariff	20,279	19,449	-
Sliding salary components per teacher	5,337	3,175	-
Average salary of a teacher in private schools	16,400	20,992	+
Average salary of a teacher in church schools	18,082	20,947	+
Extra hours per teacher	0.81	0.33	-
FET per teacher	1,410	537	--
FET per child		71	
IT expenditure per child		197	
Teaching aids per child		459	
ESF projects per child		21	

In the schools visited the CSI recorded a sharp growth in using the capacities of kindergartens (by 65 %), which many times exceeds the nation-wide statistical average. This indicates that kindergartens are oversubscribed in some localities.

After last year's growth by 5.6 % average non-investment expenditure per child in the kindergartens visited decreased, when compared to the past school year, by 28 %. Average expenditure per unit allocated from the state budget declined from CZK 51,887 to CZK 37,891, i.e. by 27 %.

Very low participation of kindergartens in MEYS development projects was a negative finding. Only 77 kindergartens (3.5 % of kindergartens) were involved

in development projects, which accounts for a year-on-year decline of 89 %. This situation was caused by restrictions in the resources allocated from the state budget for development projects in general, transfer of part of the funds from development projects aimed at increasing unclaimable salary components in regional schools to a per capita fund. Very limited access of kindergartens to support from ESF also affected this adverse situation.

VI. School Systems of Self-evaluation and Checks

As regards this area, in the school year 2010/2011 inspection evaluations focused on assessing the success rate of schools concerning the establishment of systematic assessment of group and individual results of education and on the level of respecting valid education regulations.

The CSI perceives **school systems of self-evaluation** as partner systems, aims at their outputs and monitors what measures schools adopted to remove deficiencies found in self-evaluation and how they managed to implement such measures. Despite some problems, progress was made in the majority of the monitored indicators of self-evaluation. In comparison with the previous school year 2 % of schools have improved and as regards overall appraisal of school self-evaluation systems more than 10 % of kindergartens displayed serious risks and only 4.6 % of schools had self-evaluation systems at a very good level. Weaknesses were as follows:

- wrong setting of the self-evaluation system;
- rights and obligations of children and their parents (statutory representatives) are not interconnected with education achievement evaluation;
- competences and responsibilities of individual stakeholders are not clear;
- problems with identification of groups of children with SEN limit the effectiveness of support for them;
- passivity of pedagogical boards persisted in the area of assessment of education achievement; overall success of children was not evaluated in relation to the goals encompassed in SEPs.

The low level of school self-evaluation systems was reflected in the lower quality of written documents. Different definitions encompassed in three valid regulations (namely the Education Act, the relevant Decree and FEP PE), absence of outcome standards of pre-school education, unclear terminology and a high administrative burden had negative impacts on the development of self-evaluation. Therefore, schools managed to establish coordinated and interconnected systems and to increase the effectiveness of adopted measures only with difficulty.

With regard to **adherence to selected provisions of valid school regulations** the main indicators are the numbers of deadlines to grant schools enough time to adopt measures and to remove the deficiencies detected through inspections, followed by records of school injuries, the number of justified complaints and suggestions, and/or conclusions of follow up inspections. The following overview contains summarised numbers of the established deadlines.

Table 20 Summarised numbers of deadlines provided to kindergartens

Monitored areas	Number of deadlines
Deficiencies in SEP, non-compliance with FEP	302
Violations of provisions of the Education Act	2
Meals provided by schools	4
OHS	79
Justified complaints and suggestions	35
Total number of deficiencies for removal of which deadlines were granted	422

The kindergartens visited were provided with 422 deadlines, of which 302 deadlines were granted, further finetuning their SEPs.

Indications of quality enhancement of schools' feedback systems used in kindergartens were seen in the considerable improvement of the level of SEPs (a year-on-year decline in the number of revealed risks by 28 %) and in improvement in the indicators of the share of justified complaints and suggestions (a year-on-year decline from 46.5 % to 32.4 %). Similar specifications of failures found during checks are summarised in Part B, Tables 23 and 24.

Results of public-legal audits of how financial resources are used

The growth in the proportion of kindergartens which breached budgetary discipline was considered to be negative, as the number of errors pertaining to financial management of kindergartens increased, when compared to the previous year, by 7 %.

Table 21 Results of public-legal audits – comparisons of amounts and results of checks in kindergartens with all checked schools

Monitored indicators	2009		2010	
	All schools	of which KGs	All schools	of which KGs
Number of checked entities	676	96	698	93
Total amount of funds (CZK) allocated from the state budget and received by the checked entities	8,371,377,139	340,510,064	7,797,560,962	395,268,898
Total amount of funds (CZK) allocated from the state budget and checked by the CSI	7,378,488,274	278,549,947	7,200,929,953	372,514,878
Number of detected irregularities (CZK)	15,302,418	204,687	86,930,320	7,183,914
Number (CZK) of detected irregularities per CZK 1,000 of checked funds allocated from the state budget	2.073	0.7389	12.072	19.285
Violations of budgetary discipline (CZK)	7,044,402	127,625	8,951,384	1,280,441
Violations of budgetary discipline (CZK) per CZK 1,000 of checked funds allocated from the state budget	0.955	0.461	1.243	3.437
Number of complaints and suggestions submitted to tax authorities	8	0	8	0
Number of complaints and suggestions submitted to regional authorities	86	4	87	11

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

In the 2010/2011 school year the CSI received altogether 41 complaints concerning activities of kindergartens, containing 108 suggestions, of which 32.4 % were justified. The vast majority of reasonable suggestions concerned failure of communication between the school and statutory representatives (parents) of children. On the basis of suggestions filed by school founders representatives of the CSI participated in 167 interviews aimed at the appointment of head teachers.

VII. Conclusions – Strengths and Weaknesses of Pre-school Education

The summarised findings of the CSI inspections conducted in kindergartens in the 2010/2011 school year make it possible to specify the current **strengths** of pre-school education:

- Efforts of teachers to ensure equal access to education in the course of pre-school education were at the required level in 97.6 % of kindergartens.
- There was good knowledge of teachers of FEP PE, since 93 % of teachers acquired information about this document in short-term training courses and thanks to self-learning.
- 88 % of teachers pointed to a gradual improvement in the quality of SEPs and the possibility to influence the educational strategy of their school directly, while 81 % of teachers took up an option to directly participate in the development of SEPs.
- There was a positive effect of the Act on Pedagogical Staff and a high proportion of qualified head teachers (94.9 %); involvement of teachers in the further education of teachers is generally on the rise (up to 82 % of kindergartens).
- The good level of material prerequisites for meeting SEPs is stable. Availability of ICT for teachers has moderately improved. In this area the highest share of schools was in the category of good practice (13 % of kindergartens).
- Effectiveness of support for functional literacy has improved as it was at the required level in 95 % of kindergartens. More teachers strove to include methods of instruction based on experience and cooperation and to balance spontaneous and managed activities in the course of teaching.
- The share of children with postponed compulsory school attendance has decreased (by 0.6 %); kindergartens paid more attention to work with children and their parents in educational stimulation groups, which very positively affected cooperation with families when preparing children for compulsory school attendance.
- Provision of information in schools about the issue of inclusion has increased since the required level of support for children with SEN was secured in 44.8 % of the kindergartens visited.
- Development of cooperation with partners, school advisory centres and mainly with parents appeared to be at a good level; partnership was at a good level in 98 % of kindergartens.

The following rank among **weaknesses,** indicating areas requiring improvement:

- Local insufficiency of capacity of pre-school education.
- Low methodological guidance of teachers, insufficient background for assessment and pedagogic diagnostics as well as for identification and registration of differentiated needs of groups with SEN reduces the effectiveness of purposeful special care. There was a high occurrence of SEPs displaying risks of incompatibility with FEP PE. Teachers highlighted the fact that in comparison with other types of schools they had only few opportunities for professional education and exchange of experience.
- There was an increase in the proportion of unqualified teachers, a low level of skills to communicate in English; the highest share of schools at risk were in the category of staffing (16 %).
- There was a low level of ICT use when working with children; utilisation of ICT was not systematic in pre-school education and its effectiveness was very low.
- Only a few kindergartens were able to consider and direct their plans and implementation of education towards goals well and at the same time to respect the needs and interests of children in specific classes.
- The share of children with postponed compulsory school attendance was still very high when compared with the previous school year.
- There was a high occurrence of aggressiveness against teachers and insufficient provision of courses of further education of teachers in the area of prevention of risky behaviour.
- As regards school management it can be seen that the majority of head teachers still cannot effectively work with feedback and with results of self-evaluation; little attention is paid to monitoring the corrective measures adopted and their effects.

Overall Evaluation of the Situation in Kindergartens

The following overview demonstrates the overall evaluation of the situation pertaining to kindergartens in the past school year in six key areas of inspection evaluations. The overview shows the shares of schools (as %) included in the quality categories according to a four-grade rating scale.

Table 22 Overall evaluation of kindergartens in the school year 2010/2011

Key areas of evaluation – 505 KGs A		Share of schools in the achieved level of evaluation (%)			
		B	C	D	
Results of kindergartens					
K1	Provision of education	0.6	9.9	81.4	8.1
K2	Overall results of education and effectiveness of support for personality development of children	0.6	5.0	86.4	8.0
K3	Impacts of innovative and preventive programmes	0.6	3.8	89.6	6.0
Prerequisites of kindergartens					
K4	School management and an effective strategy of education	1.2	13.5	78.7	6.6
K5	Support for pedagogical staff (personnel, material and financial prerequisites)	0.2	4.8	90.8	4.2
K6	School's self-evaluation systems and checks	0.4	10.0	85.6	4.0

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).

On the basis of the aforementioned evaluation the CSI formulates summary findings concerning adverse phenomena in kindergartens whose persistence and consequences could negatively affect how the strategy aimed at enhancing the quality of pre-school education is met

- There was a reduction in expenditure allocated from the state budget per child by 27 %; high numbers of children in classes and growth in the standard number of children per teacher do not contribute to the individualisation of education and to the development of the personality of every child.
- Neither the framework of national school policies nor FEP PE clearly defines, at the central level, strategic objectives concerning support for the development of functional literacy.
- There is an absence of standards in FEP PE; standards should be an integral part of FEP PE; the problem of consistency between the pre-school and elementary level of basic education persists.
- Field-specific methodologies and/or subject didactics which would help in terms of meeting the goals of FEP PE are still missing.

- There is a need for further adaptation of pre-school education to reform; in the social context this is limited by the critical situation regarding the budget for pre-school education.
- MEYS development programmes for effective support for the development of functional literacy are lacking; only minimal financial resources are used in pre-school education for innovative activities. Almost 99 % of funds allocated to kindergartens from the state budget are used for the salaries of pedagogical staff.
- There is limited access to speech therapy for children with speech impediments; personnel capacities for improvement of speech impediments are lacking in the system of pre-school education; speech therapy for children who need it has not been provided for a long time; systemic speech impediment prevention provided by kindergarten teachers is lacking in kindergartens.

A2. Basic Education

Basic education (BE) in the Czech Republic is provided in basic schools, in special basic schools, six- and eight-year secondary general schools, called in the Czech language "gymnázium" (hereinafter referred to as "secondary general school/s") and in conservatoires (secondary schools of music and arts) where pupils fulfil their compulsory school attendance.

High participation in basic education is demonstrated in the Czech Republic by the fact that basic education is dedicated to compulsory school attendance – more or less everybody must go through basic education. According to the statistical data gathered in 2010 the share of pupils attending basic education for the first time was only 99.5 % of the total number of the population aged between 6 and 14 years. The decreased rate under 100 % is explained mainly by postponements of compulsory school attendance and by a reduction in the number of pupils who have to repeat a particular grade. The organisation of the second level of basic schools is affected by the 11.3 % of pupils who leave basic schools for six- or eight-year secondary general schools and conservatoires, where they continue their compulsory school attendance in the fields of education provided by six- or eight-year secondary general schools and in the "dance" education field provided by conservatoires.

The MEYS measures aimed at optimising the targeted support provided in the past school year to schools in small villages, to inclusive schools, to the standardisation of the content of the Framework Education Programme for Basic Education (FEP BE) in the key stages of the education path of pupils (5th and 9th grades of basic schools) and to regulation of pupils studying in six- and eight-year secondary general schools.

Changes in the capacity of networks were, when compared with the previous year, only minimal. In total 4,123 basic schools (BSs) were registered in the Register of Schools, thus no considerable change was seen. The share of publicly funded basic schools was 97.1 %, private schools accounted for 1.9 % and church schools represented 1.0 %. Basic education was also provided in the lower grades of 347 six- and eight-year secondary general schools and 13 conservatoires. The table below summarises the data concerning basic schools and year-on-year comparisons of them.

Table 23 Selected indicators of performance of the education system in basic schools

Monitored parameters – Czech Rep. (according to the IIE)	Situation in the school year		Trend
	2009/2010	2010/2011	
Total number of BSs	4,125	4,123	-
Total number of classes	41,941	41,720	-
Share of small schools (%)	53.3	53.7	+
Share of publicly funded schools (%)	97.3	97.1	-
Share of private schools (%)	1.7	1.9	+
Share of church schools (%)	1.0	1.0	0

The share of publicly funded schools slightly decreased and was 97.1 %. But the number of mainly private six- and eight-year secondary general schools was on the rise, which is in contradiction with the optimisation objectives of regional authorities, which endeavoured to limit the number of six- and eight-year secondary general schools. The share of church schools was stable.

Support for schools in small villages and removal of the limit on the number of pupils in one class were projected in a growing number of small schools (BSs up to 150 pupils). In the school year reviewed their share accounted for 53.7 %. The trend towards merging fields of pre-school and basic education in one legal entity continued. The average number of pupils per class was 18.6 and thus numbers remained unchanged when they are compared to those of the previous school year.

Development of Financial Indicators in 2010

A decline was recorded with regard to the majority of the selected indicators when they are compared to those in the previous year. The following table contains the selection of indicators decisive for funding basic schools and comparisons of them with the past year.

Table 24 Financial indicators in basic education

Monitored parameters – Czech Rep. (according to the IIE)	Situation in the year		Trend
	2009	2010	
Total public expenditure for BE in CZK million	43,674.5	41,622.3	-
Share of expenditure on BE of total public expenditure for the education system (%)	33.7	32.1	-
Recalculated number of teachers in BE	58,417.3	58,023.0	-
Share of unqualified teachers in BE (%)	14.2	13.1	-
Average salary of teachers in BE (CZK)	26,369	25,348	-
Expenditure per pupil (CZK)	51,463	49,895	-
Average number of pupils per teacher	13.6	13.6	0
Weekly number of lessons above standard number of lessons	15,838	14,354	-

A decline in the proportion of unqualified teachers and a lower number of weekly lessons taught above the standard number of lessons were the only positive figures. As mentioned above, the budget of kindergartens was negatively affected by restrictions in the state budget and so was the budget of basic schools. School management had problems with the newly introduced separation of the salaries of pedagogical and non-pedagogical staff as it was difficult to ensure growth in the salaries of pedagogical staff and restrictions in the salaries of other personnel working in schools. The drop in the costs per pupil by 3 % must be considered as a negative factor. The decline in average salaries of teachers adversely affected evaluation of the school climate. On the other hand, a positive finding was the fact that, when a year-on-year comparison is taken into account, it was possible to partially equilibrate the differences in per capita financing (so called normative funding) of basic schools between individual regions. However, it was impossible to increase the average number of pupils attending one class.

In the past school year the CSI performed in total 3,997 inspections in basic schools, visited 1,711 basic schools out of the total number of 4,123 basic schools (which accounts for 41.5 % of schools). This Report is compiled on the basis of analyses of 5,795 class observations.

The priority of the "Plan of the Principal Assignments of the CSI in the School Year 2010/2011" in basic education was a comparative evaluation of school education programmes for basic education (SEP BE) with the Framework Education Programme for Basic Education (FEP BE) and at the same time reviews of SEPs in basic special schools were launched. In cooperation with invited experts working within the Czech school system, inspection teams evaluated altogether 703 SEPs BE and SEPs for special basic schools (SBSs) in the course of the school year. Thus from 2007 to 2011 in total 4,349 inspections of SEPs were analysed.

I. Provision of Basic Education

Pupils in Basic Education

Basic schools did their utmost to ensure equal opportunities for attaining basic education and provide a safe school environment to all pupils. They aimed at inclusive measures, support for the individual needs of socially disadvantaged pupils, establishment of preventive systems for groups of pupils at risk and they also strove to improve conditions for the individual integration of disabled pupils in mainstream schools.

Qualified estimation according to the number of children who use preparatory classes of BSs defined the average occurrence of socially disadvantaged pupils between 3 % and 4 % of the total number of pupils in the Czech Republic. This figure considerably differs among individual regions.

The following table summarises nation-wide statistical data concerning the division of pupils in basic education in the past school year.

Table 25 Pupils in basic education

Monitored parameters – Czech Rep. (according to the IIE)	Situation in the school year		Trend
	2009/2010	2010/2011	
Total number of pupils in BE	794,459	789,486	-
Number of pupils in elementary level of BSs	460,754	465,380	+
Number of pupils in lower secondary education	333,705	324,106	-
Share of pupils with SEN (%)	9.0	8.9	-
Share of pupils in programmes for gifted pupils (%) */	14.8	14.3	-
Share of foreign nationals (%)	1.18	1.8	+

**/ Programmes for gifted and talented students were attended by pupils from lower grades of six- and eight-year secondary general schools, conservatoires and pupils included in the extended teaching of some subjects (fields of education).*

The total number of pupils saw a year-on-year decrease by 0.6 %. The number of pupils attending the elementary level of basic schools was on the rise due to the growing demographic curve. However, the second level of basic education (the lower-secondary level) reported a steady decline in the number of pupils.

The share of **pupils with SEN** hovered at about 9 % of the total number of pupils. As regards basic education, the share of pupils with SEN displayed the highest numbers when this type of education is compared with other segments. **Institutional support** was provided by 643 special basic schools, which accommodated altogether 35,970 pupils with SEN. A declining proportion of institutional care is being compensated for by **the growth in the integration of pupils** with SEN in mainstream schools and support provided to such pupils was identified in 3,415 BSs, which means that 82.8 % of all BSs supported pupils with SEN.

According to statistical records in total 70,723 pupils were included in mainstream schools in the school year 2010/2011 in programmes supporting pupils with SEN. **Group support** was provided in special classes of 624 mainstream schools and the share of pupils with SEN included in group care decreased to 48.8 %. The number of pupils with SEN who have individual educational plans (IEPs) in mainstream schools was 35,972 pupils and it surged, when compared to the previous school year, by 771 individual educational programmes. **The share of individual integration** exceeded 50 % for the first time and outnumbered the group form.

An **institutiona**l form of education for **gifted and talented pupils** has prevailed in basic education. The talents of pupils are developed mainly in six- and eight-year secondary general schools, conservatoires, basic schools with extended teaching of different subjects, and by providing them with opportunities to attend basic schools of music and arts as an out-of-school activity of children. The share of pupils in education programmes for gifted pupils was 14.3 % of the total number of pupils. The proportion of pupils who leave BSs for six- and eight-year secondary general schools and conservatoires accounted for 10.9 % of pupils of the second level of basic education. Individual support was provided to 880 pupils with IEPs for gifted pupils and 70,343 pupils participated in programmes with extended teaching of some subjects. The number of BSs with extended teaching of some subjects was 659, which means that these schools saw a year-on-year drop by 19.5 %. As regards out-of-school activities, 435 basic schools of music and arts educated 234,565 pupils.

The share of **pupils-foreign nationals** jumped in basic education and if considering the nation-wide average it accounted for 1.8 %, with the most numerous group being pupils from Ukraine, Vietnam, Slovakia and Russia.

Utilisation of Basic School Capacities

The CSI monitored how the capacities recorded in the Register of Schools were used in the basic schools visited. The overview below demonstrates the collected numbers broken down according to individual regions.

Table 26 Utilisation of capacities of the visited basic schools according to regions

Regions above the average of the Czech Rep.	Capacity utilisation (%)		Regions below the average of the Czech Rep.	Capacity utilisation (%)	
	2010/2011	Trend		2010/2011	Trend
Hradec Kralove	70.6	+	Vysocina	62.9	+
Central Bohemian	68.8	+	Zlin	62.9	+
Pilsen	68.7	+	Prague	62.5	+
Pardubice	65.7	-	Moravian–Silesian	60.1	-
Karlovy Vary	65.3	+	Liberec	59.6	+
Usti	64.4	+	Olomouc	56.5	-
South Bohemian	64.3	-	South Moravian	56.2	-
Czech Republic	63.4	+			

Unlike in kindergartens, equal opportunities for basic education are not endangered by a lack of BS capacities. Their utilisation in individual regions and localities oscillates between 60 and 90 %. When basic schools are compared with preschool education the effectiveness of basic education networks is lower. Despite this fact it is possible to observe a positive shift in this indicator in the majority of regions. This was partially affected by a slight increase in the number of pupils attending the elementary level of basic schools and, moreover, the total number of classes was made slightly better, ending up at the number of 41,720 classes. Therefore, when this number is compared to that of the previous year, the number of classes decreased by 221.

Utilisation of capacities was at an average level of 63.4 % in the visited basic schools. This indicator is best set in the Hradec Kralove region (70.6 %) in terms of economy whilst the lowest values were recorded in the South Moravian region. When a year-on-year comparison is taken into account, then this indicator narrowed in the Pardubice, South Bohemian, Moravian–Silesian, Olomouc and South Moravian regions.

The CSI reviewed **occurrence of very small classes** attended by seven and fewer pupils in the schools visited. There were 371 (i.e. 10.9 %) such classes which were established in 187 mainstream schools. Most of them were found in the Moravian–Silesian and Central Bohemian regions followed by the Vysocina region. The average number of pupils who enrolled in such classes was 5.2 pupils while those who were present in the observed classes were 4.7. However, attendance was above average, reaching 90 %.

The most frequent measures adopted by founders of schools in order to make the capacity of classes optimal were mergers of basic schools and kindergartens. The CSI recorded that the share of merged entities accounted for 44.5 % in the schools visited.

School Education Programmes

Binding curricular documents, namely the Framework Education Programme for Basic Education and the Framework Education Programme for Special Basic Schools, have remained unchanged.

Basic schools developed their own school education programmes in compliance with FEP and with the exception of 5th grades schools taught according to them in all grades. The CSI positively evaluated a year-on-year improvement of the quality of SEPs in basic schools. However, SEPs with identified risks (lack of compliance with FEP BE), at least in one of the monitored indicators, were revealed in 38.5 % of schools. SEPs in special basic schools were considerably better since only 26.8 % of SEPs displayed inconsistencies with FEP for special basic schools.

The key priority of the 2007 Long-term Policy Objectives was to support inclusive education. Further development was specified in a strategic document known as the National Action Plan of Inclusive Education, drawn up in compliance with Czech Government Resolution No. 206 of 15 March 2010 concerning the proposal of the preparatory phase of the National Action Plan of Inclusive Education.

The table below summarises results of comparative analyses of compliance between SEPs and FEP BE.

Table 27 Evaluation of compliance of sections of SEPs with FEP BE in the basic schools visited

Sections of SEP	2009/2010		2010/2011		Trend
	Compliance	Non-compliance	Compliance	Non-compliance	
School description in SEP	73.3	26.7	88.8	11.2	+
Description of SEP	61.0	39.0	74.7	25.3	+
Curriculum	65.4	34.6	70.5	29.5	+
Syllabus	62.4	37.6	67.2	32.8	+
Rules for evaluation of pupils	71.6	28.4	67.0	33.0	-
School self-evaluation	66.6	33.4	73.9	26.1	+

Schools were the best when defining school and educational strategies. SEPs were correctly oriented towards the goals of education under the Education Act while taking account of support for development of the personality of pupils and they also considered the goals encompassed in FEP well (98.5 % of SEPs).

Deficiencies persisted in the provision of education to pupils with SEN (18.0 % of SEPs). Nor did schools know how to draw up strategies for socially disadvantaged pupils. Improvement achieved in comparison with the last school year indicated a positive impact of a new legislative regulation in which the above categories were better defined. Schools had problems with the development of curricula (18.6 % of SEPs) as they did not correctly specify the content, timetable and organisational definitions of the subject matter of their curricula or cross-curricular topics (by making themes and activities more concrete). There was still a very high proportion of schools which have not yet correctly elaborated rules for the evaluation of pupils; problems persisted also in the setting of criteria for the assessment of pupils (15.9 % of SEPs) and of self-evaluation criteria (16.3 % of SEPs).

For more details on SEPs see Part B, Tables B 5 and B 6.

Effectiveness of Support for Development of Pupils' Personality

The Education Act has defined the objectives of education with an emphasis put on the development of key competences. Schools then specify these objectives in their SEPs according to their intentions and needs, the requirements of the given region as well as of pupils. Results of comparative analysis showed that the description of the focus and educational and training strategies were at a high level in schools.

Education of pupils with special education needs was newly defined, in particular with regard to application of their right to education through specific forms and methods and the creation of special conditions which will allow for their education. The Act substantially supported the individual integration of pupils with special education needs in mainstream schools with the option to amend an education programme in compliance with their needs. Principles for caring for pupils with health problems and disabled pupils were incorporated in SEPs at the required level. However, the problem of ensuring support for socially disabled pupils persists.

The Act explicitly regulates options on how to support the development of gifted pupils; however, schools had problems identifying gifted pupils and providing them with appropriate education.

Curricula in Basic Education

Curricula are basic tools of effectiveness in education and they establish organisational structures and are a prerequisite for satisfying the content of education at the required level. The Framework Education Programme has defined the framework curriculum and principles according to which schools can adapt their curricula to specific conditions in their SEPs.

Six areas of education, cross-curricular topics and time made available for nine lessons allotted for work chosen at the discretion of the school (with a compulsory time allotment of 118 weekly lessons) were defined for the elementary level of basic schools.

Ten areas of education, cross-curricular topics and time made available for 18 lessons allotted for work chosen at the discretion of the school) (with a compulsory time allotment of 122 lessons) were defined for the second level of basic schools. Furthermore, the curriculum laid down the obligatory inclusion of educational areas and fields in basic education:

a. Elementary level: Language and Communication through Language – Czech Language and Literature (38) and a Foreign Language (9), Mathematics and Its Application (22), Information and Communication Technologies (1), Humans and Their World (12), Arts and Culture – Fine Arts and Music (12), Humans and Health – Physical Education (10), Humans and the World of Work (5);
b. Lower-secondary level: Language and Communication through Lan-

guage, Czech Language (16) and a Foreign Language (12), Mathematics and Its Application (12), Information and Communication Technologies (1), Humans and Society – History and Civic Education (12), Humans and Nature – physics, chemistry, nature and geography (22), Arts and Culture – music and fine arts (10), Humans and Health – Health Education and Physical Education (11), Humans and the World of Work (4);

c. minimal time allotment for individual educational areas;
d. an obligation to include cross-curricular topics at all levels;
e. available time allotment at the discretion of the school;
f. total obligatory time allotment for both elementary and lower-secondary levels of basic education;
g. notes concerning the educational areas (educational fields) in the framework curriculum.

In 2007 some amendments were made. The proportion of available lessons chosen at the discretion of the school was increased by decreasing the minimal time allotment in educational fields; the obligation to establish optional subjects was removed from 7th to 9th grades, and the obligation to include some educational fields for the whole of basic education was changed. The number of available lessons chosen at the discretion of the school was increased at the elementary level of basic schools to 14 lessons while at the same time minimal time allotment for the Czech Language was lowered by three lessons and Mathematics by two lessons. At the second level of basic schools (lower-secondary level) allotment of available lessons was increased to 24 lessons; time allotment for Mathematics, Czech Language, Humans and Society, Humans and Nature, Humans and the World of Work, Humans and Health was decreased. Thus the framework curriculum was made less stringent.

According to the statistical records the proportion of pupils included in lessons of optional subjects (obligatory) was approximately 53 % of pupils of BSs. Instruction in optional subjects (not obligatory) was attended by only 11.2 % of all pupils.

Amendments to curricula made in 2008 were not very effective in practical application, as the majority of schools used the available lessons to increase lessons in the Czech Language and Mathematics. The following overview summarises the results of a pilot survey concerning this issue (150 basic schools).

Table 28 Most frequent use of available lessons within time allotment in basic schools

Subject/educational area – occurrence in %	Elementary level	Lower-secondary level of BSs
Czech Language and Literature	89.7	89.7
Mathematics and Its Application	88.1	86.5
Humans and Their World	76.2	-
Humans and Nature	-	19.2
Obligatory optional subjects	-	89.7

The CSI focused on the basic collection of information on curricula within the cycle of a first reading of SEPs and evaluation of their compliance with FEP and the framework curriculum. The summarised findings highlighted problems of schools when working with the Framework Education Programme. The initial evaluation of SEPs revealed inadmissible risks in 29.9 % of SEPs. Schools did not know how to draw up practical notes concerning the curriculum so that the curriculum is usable in practice and so that it can become a framework for synergic links between syllabi. New terminology was misleading, for example educational area, educational field, subject and cross-curricular topics.

The fact that, as in kindergartens, both levels of basic education thoroughly met the correct content of instruction was positive. Some deficiencies were found in only 2.3 % of the total number of class observations.

A persistent problem was the concept of cross-curricular topics, their inclusion in curricula and the methods used for teaching according to the requirements included in FEP.

Impact of Class Sizes on the Quality of Teaching

The CSI examined the impact of class sizes on the quality of teaching. Teachers with professional qualifications more often taught in **classes with high numbers of pupils.** However, these classes were also taught by teachers with a lower level of knowledge and skills relating to SEP and these teachers were usually unqualified. In these classes teachers predominantly used frontal teaching, usually at the expense of the application of differentiated demands and requirements according to the abilities and competences of pupils. Some partial problems occurred when the content of education was to be connected with practical experience and the life situations of pupils. The motivating function of an ongoing assessment was less utilised. Lower intensity of support for the development of positive self-perception, aesthetic perception, experiencing and pupils' creativity indicates a possible occurrence of risks in the social area in more classes accommodating higher numbers of pupils. Less attention was paid in classes with a lot of pupils to activities supporting education towards health.

The frequency of the forms and methods of education used demonstrates that frontal teaching was preferred (it was observed in 90.3 % of classes; in general, it was used more frequently in large BSs – 94.4 %, especially at the second level of basic schools – 91.1 %) and presentations and lectures of teachers (88.6 %). All these methods were used with reference to the practice, experience and life situations of pupils (84.9 %) and teachers also used activating methods (in general, these methods were used in 76.8 % of the observed classes; they were used more at the elementary level of BSs – 83.4 %). Teachers appropriately included ongoing evaluation and work with errors in a positive way (88.0 %). By doing so teachers provided their pupils with relevant feedback. Open mutual communication was applied more often at the elementary level (83.3 %) than at the second level of BSs (75.9 %).

Pupils' independent work, individualised teaching (77.5 %) and the application of differentiated tasks according to the abilities and possibilities of pupils (62.6 %) were observed more frequently than group (cooperative) teaching (47.5 %);

however, all these methods were seen mainly in small BSs and at the elementary level of BSs (differences between 10 % to 15 %).

Basic schools create and offer opportunities to children with SEN and talented children (61.0 %) substantially more often than kindergartens. However, the occurrence of such opportunities is again more frequent in small schools (a difference of 10 %). The necessary attention is not paid to organising activities for supporting multicultural education (small BSs – 21.8 %, large BSs – 25.1 %).

In the classes visited the CSI detected a share of pupils with SEN equalling 12.6 %. In small schools there were 19.4 % of such pupils. This indicator evidenced large regional differences, as the largest share was in the South Moravian region and the lowest number of pupils with SEN was reported from the Pardubice region.

In the classes visited the proportion of socially disadvantaged pupils was at the level of 2.9 %; the majority of these were in the Olomouc (5.8 %) and Liberec (5.7 %) regions. On the other hand, the South Bohemian region reported only 0.2 % of pupils included in this category.

The overview below demonstrates findings about pupils with SEN broken down according to regions.

Table 29 Share of pupils with SEN and socially disadvantaged pupils in the basic schools visited in the school year 2010/2011

Region	Number of pupils present				
	Total	of the total number of pupils present			
		Pupils with SEN including socially disadvantaged pupils		Only registered socially disadvantaged pupils	
		Number	%	Number	%
South Moravian	9,880	1,766	17.9	434	4.4
Hradec Kralove	5,731	917	16.0	195	3.4
Olomouc	4,911	749	15.3	284	5.8
Liberec	2,145	315	14.7	122	5.7
Vysocina	3,987	577	14.5	48	1.2
Prague	8,660	1,225	14.1	189	2.2
Karlovy Vary	833	114	13.7	35	4.2
Czech Republic total	84,112	10,597	12.6	2,444	2.9
Pilsen	4,496	557	12.4	149	3.3
Central Bohemian	19,396	2,301	11.9	407	2.1
Moravian–Silesian	7,775	889	11.4	104	1.3
Zlin	2,992	273	9.1	61	2.0
Usti	4,320	363	8.4	125	2.9
South Bohemian	6,038	377	6.2	10	0.2
Pardubice	2,948	174	5.9	13	0.4

The average number of pupils attending one class in the visited schools was 16.8 pupils. In small basic schools there were 10.3 pupils per class and in large schools there were 19.9 pupils in one class. The average attendance was 14.5 per class, which corresponded to participation of 86.4 %. Comparisons of average participation in individual school subjects proved that there was quite balanced attendance. Differences are negligible; the hypothesis of the higher targeted absence in "unpopular" subjects (mathematics, physics and so on) was not confirmed.

Pupils with SEN were more often present in less crowded classes; on the other hand, **registered socially disadvantaged pupils** were found predominantly in classes attended by a lot of pupils. As regards classes with a higher share of pupils with SEN their presence was more accepted in classes with lower numbers of pupils, as teachers could create opportunities for education with respect to pupils' needs in such classes. Teachers were not so successful in more crowded classes.

The share of **foreign nationals** was 1.3 % in the schools visited. The larger share of foreign nationals was seen in more crowded classes because their inclusion in such classes was not the reason for reducing the number of pupils in the given class to the standard number. The motivating potential of variable application of different forms and methods of teaching aimed at supporting the development of functional literacy was not sufficiently utilised in such classes. Some activities meant to support multicultural education and the creation of opportunities for recognition of local culture were an exception.

Support for Gifted and Talented Pupils

Identification of gifted pupils was problematic in mainstream BSs. Teachers were not provided with methodological guidelines or opportunities for further education of teachers pertaining to this area. In classes of mainstream basic schools visited the share of pupils **diagnosed as gifted** was 15 times higher than in kindergartens; however, it was still very low (out of 84,112 pupils present **only 263 pupils, i.e. 0.3 % of pupils,** were taught as gifted pupils in the observed classes). Work with them was not systematic, searching for talent in mainstream BSs is not deep-rooted and comparisons with international parameters pertaining to this area are not favourable to the Czech Republic.

The continuing decline in the number of schools and pupils with extended teaching of certain subjects was a negative fact. The table below contains an overview of extended teaching and an international comparison.

Table 30 Extended teaching of certain subjects in basic education

Monitored parameter – Czech Rep. (according to the IIE)	2009/2010	2010/2011	Trend
Number of schools providing extended teaching	773	659	-
of which in foreign languages	246	196	-
Number of pupils attending classes with extended teaching	70,243	64,538	-
of which extended teaching of			
a foreign language	31,675	28,912	-
of which English	27,305	24,593	-
physical education	15,691	14,826	-
music, arts and culture	8,356	8,572	+
ICT	6,599	6,119	-
mathematics	6,490	6,109	-

All areas of education exhibited a decline, with the only exception being extended teaching in the area of music, arts and culture, which saw a year-on-year increase of 2.6 % pupils.

School Advisory Services

External advisory services were provided by 44 pedagogical-psychological advisory centres and 101 special pedagogic centres, which registered 116,041 clients from basic schools. There were also 17 centres of educational care in the Czech Republic. These centres registered 6,523 clients from BSs.

Evaluation of Class Climate

The lessons observed in BSs were taught generally in a **favourable climate** which also supported mutual communication and interest in the topics taught (with respect to this area 46.2 % of teaching units were evaluated positively, 48.3 % were rather positive, 4.8 % displayed certain risks, and 0.7 % were evaluated negatively). However, comparisons of final evaluations of the elementary level and the second level of BSs show considerable differences in favour of the better situation demonstrated at the elementary level. There was no evidence of a direct relation between these differences and existing gaps at the level of professional qualifications, age or length of teaching experience of teachers at elementary and second levels of BSs. This situation probably mostly affects the personal approach of teachers.

Evaluations of the working climate in the classes visited showed that teachers teaching at the elementary level were more successful. Teachers did not manage to create favourable conditions and motivate pupils in 11 % of the observed classes. Regular evaluations of pupils' achievement and application of differentiated tasks and requirements with regard to the abilities and possibilities of pupils mostly contributed to the **creation of a favourable climate**. A more favourable climate and a higher interest in education were detected in classes which created opportunities for pupils with SEN as well as for gifted pupils. In addition, a favourable climate was observed in classes where teachers more frequently used activating and comprehensive methods of teaching accompanied, in particular at the elementary level, by targeted verbal communication and in general, in classes where forms of teaching and other monitored indicators were homogeneous, balanced and even.

Assessment of Overall Success of Pupils in Basic Education

Assessment of the overall success of pupils in basic education has been possible up to now only on the basis of outcomes of school self-evaluations. However, the level of these is quite different. In the last school year it was apparent that the classification (marking) of pupils leaving for secondary schools and their classification in the 1st grade of the secondary school they had chosen was considerably different. Owing to the fact that the Education Act has not yet defined the expected system of external (output) assessment of pupils' achievement in the 5th and 9th grades of BSs the possibility of systemic assessment of overall pupils' success in basic education is very limited. However, statistical surveys monitoring the proportion of pupils who have not completed compulsory school attendance (0.6 % of pupils) brought about some signals.

Overall failures in a certain grade of basic education are reported in the numbers of pupils who had to repeat the relevant grade. This area was affected by the system of progression of pupils to higher grades when pupils can repeat one grade only once within the elementary level and once within the lower-secondary level of basic schools.

According to the statistical data collected from schools "vital" registers (registers of personal and related data of pupils) there were 2,852 pupils who had to repeat a grade, of whom 442 pupils (of these 72 pupils in special classes) repeated the 5th grade.

In total 3,689 pupils repeated one of the grades at the second level of basic school; of these the 9th grade was repeated by 146 pupils with 50 pupils attending special classes.

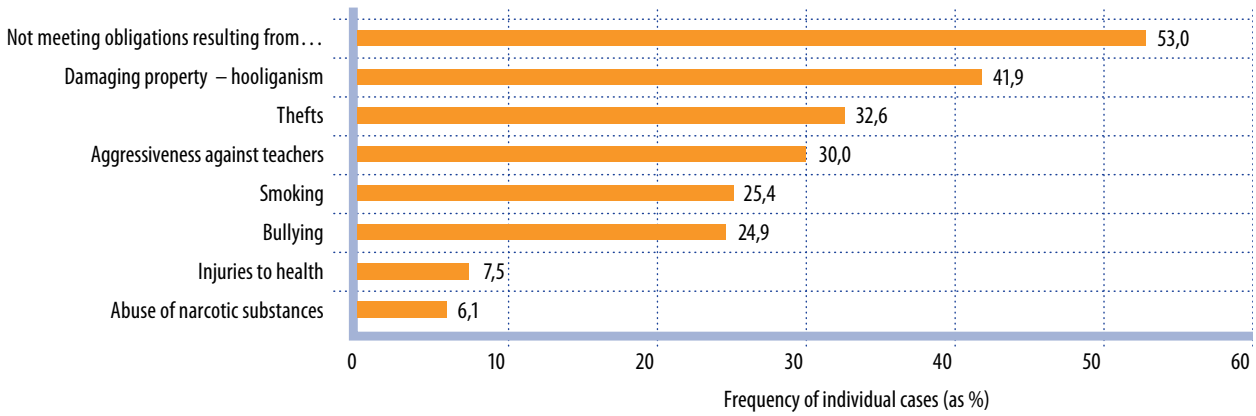
When the regions were compared, the highest numbers of unsuccessful pupils were found in the Usti, Moravian–Silesian, Karlovy Vary and Liberec regions. The detected higher rate of failures directly relates to the number of socially disadvantaged pupils in these regions.

III. Preventive and Innovative Programmes in Basic Education

Preventive Programmes

In the schools visited the CSI monitored the occurrence of cases of risky behaviour which schools had already been involved in solving, and the number of reasonable suggestions, complaints and petitions resolved by head teachers.

Chart 3 Cases of risky behaviour solved in basic schools



The quite high number of occurrences of cases of risky behaviour being addressed demonstrated that the minimal preventive programmes which had been adopted were good. On the other hand, the findings were also a warning and pointed to some problematic behaviour of pupils in BSs. Schools should adopt more effective measures to protect their property and to restrict the risky behaviour of pupils. Schools which participated in pilot testing of agreements with parents of problematic pupils gained the first positive experience.

Support for Education towards Health and OHS Prevention

In the school year reviewed the topic of education towards health was incorporated in all SEPs and at the second level of BSs this topic had become a part of the curriculum. In the schools visited teachers concentrated primarily on support for a healthy lifestyle. However, development of motor skills was at a low level. At the second level (lower-secondary level) schools devoted on average three lessons of the curriculum to education towards health. The overview below presents the occurrence of selected activities aimed at supporting education towards health and a comparison between the elementary and second levels of BSs.

Table 31 Occurrence of activities supporting education towards health in basic schools (data as %)

Monitored activities	Basic schools		
	Total	Elementary level	Lower-secondary level
Activities relating to OHS	31.4	35.5	26.0
Development of motor skills	25.8	34.4	14.6
Support for a healthy lifestyle	48.0	58.0	35.0

The aforementioned data unequivocally show that at the elementary level of BSs teachers pay more attention to the support for education towards health than their colleagues at the second level of BSs. An absolutely risky situation was ascertained at the second level of BSs with respect to activities aimed at developing motor skills.

The CSI recorded a total of 31,890 school injuries, which represents the highest share of school injuries recorded among all segments of education (68 %); the index of school injuries (the number of injuries per 100 pupils) surged to 4.04 (in the past year it was 2.57). Injuries of boys and injuries to arms prevailed. Almost 64 % of injuries happened in gymnasiums or play grounds in lessons of physical training. Injuries caused by pupils themselves prevailed. The CSI will publish a more detailed report on the topic of school injuries.

Prevention of School Failures

Programmes aimed at helping pupils adapt when they proceed from the lower level to the higher level of education represent integral parts of the prevention of school failures of pupils. The CSI focused on activities of schools carried out in the 1st and 9th grades of basic schools. The following table summarises the results of surveys carried out in 1st grades.

Table 32 Support for adaptation of pupils in 1st grades of basic schools

Monitored indicators	Answer (%; figure)			
Effectiveness of organisation in education	**AN** [1/]	**MN** [1/]	**MY** [1/]	**AY** [1/]
School actively supports diagnostics of gifted children	8.3	20.5	43.9	27.3
School provides appropriate care for gifted children	5.4	18.3	47.3	29.0
There are socially disadvantaged children in the catchment area of the school	10.6	32.4	32.4	24.6
School purposefully supports balancing of cultural background of socially disadvantaged children	1.8	12.3	42.1	43.9
Pedagogical-psychological consultancy				
School actively recommends visits to pedagogical – psychological centres in order to diagnose development learning disorders	2.8	5.6	13.4	78.2
School actively recommends visits to pedagogical – psychological centres for pupils with problematic behaviour	2.8	9.9	14.9	72.3
School takes into account recommendations of pedagogical and psychological centres	0.0	2.2	16.9	80.9
	YES	**NO**		
School employs their own psychologist	11.7	88.3		
School uses services of an external psychologist visiting the relevant BS	31.0	69.0		
Speech therapy care				
Individual speech therapy (provided by teachers of the BS)	35.9	64.1		
Individual speech therapy (provided by external professional in the BS)	19.3	80.7		
Teachers diagnose speech disorders, recommend individual speech therapy outside the relevant BS	71.7	28.3		

Key: [1/] *AN – absolutely not, MN – mostly not, MY – mostly yes, AY – absolutely yes*

The first survey using a pilot sample of 2,227 pupils of 1st grades of basic schools signals quite low effectiveness of the support provided to pupils with SEN.

Individual educational plans	**Number**		
Number of pupils in 1st grades (last closed school year)	**2227**	%	
– of whom pupils with IEPs	90	4.0	
– of whom pupils with IEPs for gifted pupils	0	0.0	
– of whom pupils with SEN	**172**	7.7	%
– of whom pupils with IEPs for SEN	50	2.2	29.1

Self-evaluation of pupil's achievement in 1st grades	Number	%	
Number of pupils who failed in the 1st grade (last closed school year)	20	0.9	%
– of whom pupils with SEN	9	0.4	45.0
Total pupils who failed mathematics (last closed school year)	10	0.4	50.0
Total pupils who failed the Czech language (last closed school year)	17	0.8	85.0

The overall success of pupils in BSs can be indirectly assessed on the basis of the opinions of teachers of secondary schools. Teachers assessed fresh students of 1st grades positively in terms of communication (44.0 %), basic orientation in life situations (32.4 %) and independence (26.0 %). The following overview highlights areas exhibiting the most frequent problems of pupils after their enrolment in secondary schools (SSs) and the comparison between study fields in secondary general schools and study fields of secondary technical and vocational schools.

Table 33 Areas exhibiting the most frequent problems of pupils in 1st grades of secondary schools

Monitored areas and indicators	Total SSs – 857 59.8 % of the Register		SGSs – 225 59.4 % of the Register		STSs and SVSs – 632 57.2 % of the Register	
Insufficient knowledge from BSs	636	74.2	139	61.8	497	78.6
Insufficient home preparation	512	59.7	110	48.9	402	63.6
Lack of independence	369	43.1	95	42.2	274	43.4
Lack of discipline	338	39.4	41	18.2	297	47.0
Missing general social awareness of education	312	36.4	73	32.4	239	37.8
Less encouraging home environment	255	29.7	47	20.9	208	32.9

The above-mentioned findings proved that teachers in basic education should focus on preparing pupils for higher grades with regard to the key types of functional literacy, involving them in home preparation and organising more activities leading to greater independence of pupils.

Innovations in Basic Education

Support of Development of Functional Literacy

Like kindergarten teachers, teachers at both levels of basic education also strive thoroughly to respect the appropriateness of the content of topics taught and therefore minor faults were detected only in 2.3 % of the total number of 5,795 class observations. Cross-cutting education was found in 70 % of the lessons visited.

Records from class observations indicated that support of BSs is mostly oriented towards the development of functional literacy and competences with an emphasis put on orientation towards personal qualities and the cultural maturity of pupils. Schools endeavour to establish habits of positive self-perception (84.4 %), to develop pupils' aesthetic perception, feeling and experiencing (66.6 %), but

also creativity, emotions and taste (62.9 %). Activities aimed at supporting a healthy lifestyle were observed in more than half of the lessons and again more of them were seen at the elementary level – 55.9 %, while at the second level it was only 43.9 %.

The frequency of work with information sources and follow up utilisation of retrieved information was more or less satisfactory (53.5 %) but teachers only rarely led their pupils to apply the latest scientific and technological findings (31.8 %). ICT was in general used approximately once every five lessons (with the exception of subjects relating to ICT, where information technologies were used in almost 100 % of lessons). ICT was mostly used for teaching natural science subjects – 30.3 %, while their use in the lessons of the Czech language and mathematics was minimal – in each subject only 15.1 %. At both levels of BSs teachers usually prepared simple presentations of the subject matter to be taught using ICT (9.6 %; ICT was used more often at the second level – 13.7 % and less frequently at the elementary level – 6.1 %). The work of teachers with SW applications without their direct use by pupils occurred only sporadically (2.8 %), with direct use by several pupils – 4.5 %, and with direct use by all pupils – 4.5 %; the differences between the elementary and second levels or between small and large schools in the above cases are only negligible.

Less attention was paid to activities supporting the development of mathematical literacy (work with formulae and symbols – 34.1 %, geometric depiction, work with models – 16.5 %). Pupils at both levels of basic education had fewer opportunities to do experiments, manipulate with objects and for intentional depiction (26.3 % and 23.3 % respectively).

Organisation of Teaching, Evaluation/Assessment and Motivation

As regards the organisational and motivating activities monitored, the activities in the sequence shown below were predominantly carried out to support the development of functional literacy:

- teaching pupils to **search for relations** between educational areas (mostly reading literacy, in particular looking for information and working with it; a little less social literacy, especially support for the development of pupils' creativity, emotions and taste, and also natural science literacy, primarily care for the neighbouring environment);
- **differentiated tasks and requirements** according to the skills and possibilities of pupils (mainly social literacy, in particular support for the development and cultivation of aesthetic perception, emotions and experiencing);
- regular **evaluation of pupils** and lessons learnt from mistakes (mostly social literacy, in particular support for positive self-perception, and education towards health); in general evaluations were not as frequent as in kindergartens.

Application of the monitored organisational and motivating activities aimed at supporting development of other types of functional literacy (in particular mathematical literacy and partially also information literacy) was less frequent and not very visible. The area of foreign language instruction, and in general multicultural education, was only slightly more often supported by search for

cross-subject links and interconnections between teaching and the life situations of pupils, in particular explanations of unknown terms and foreign expressions.

Forms of Teaching

Group cooperative teaching dominated in effective support for the development of functional literacy, with the exception of mathematical literacy. Application of cross-subject links, creation of conditions for the independent work of pupils, individualised teaching and provision of opportunities to pupils with SEN with regard to their needs also significantly contributed to the development of functional literacy.

The influence of quite often applied **frontal teaching** on the effectiveness of the support for the development of functional literacy as well as on creating a favourable climate was considerably lower than the effects of other forms of teaching and as a matter of fact it was negligible.

Well-thought out **utilisation of cross-curricular topics** appeared to be an important factor in the effectiveness of the support. However, in approximately **one quarter** of schools it is limited by deficiencies pertaining to this area and this is revealed in SEPs (mainly it is important to make the themes and activities within the given topics more concrete).

The content correctness of the topic taught is a logical factor in the effectiveness of the support for the development of functional literacy and in all teaching units it was almost 100 % (to be precise it was 97.7 %; it was negligibly higher at the second level of BSs – 97.8 %).

Methods of Teaching

In order to effectively support the development of functional literacy **comprehensive and activating methods** were unambiguously dominant, especially in social literacy (in particular development of pupils' creativity) and in education towards health. **Illustrative demonstration methods**, primarily experimenting, manipulation with objects and intentional observations, also substantially contributed to the development of functional literacy. Communication with pupils and, mainly at the elementary level, story-telling by teachers, were effective tools for all types of functional literacy, with the exception of mathematical literacy.

It is logical, that **work with texts**, in particular search for and work with information, mostly contributes to the development of reading literacy and in the area of foreign languages to the explanation of unknown terms and foreign expressions.

In subjects other than mathematics the methods used (with the exception of illustrative methods) are lacking didactical elements and activities supporting mathematical literacy.

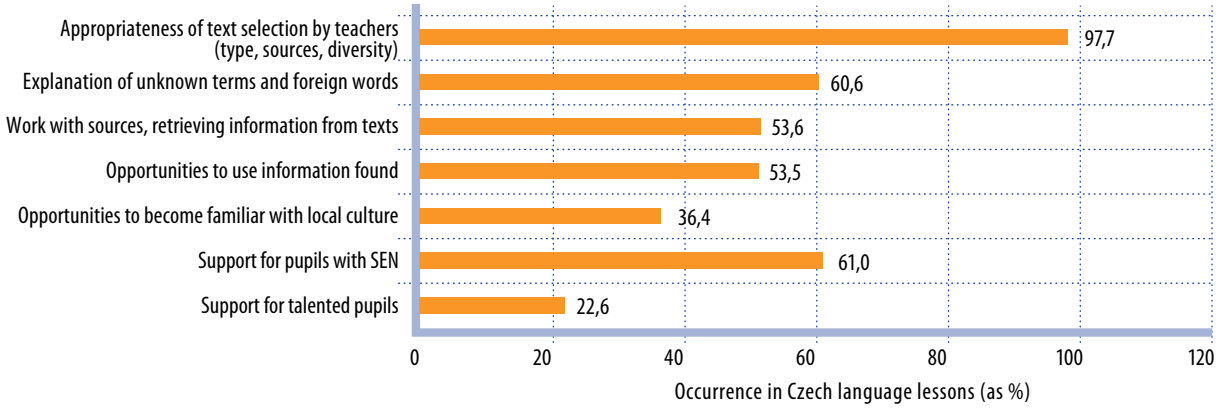
Development of Reading Literacy

The CSI concentrated on the support of reading literacy especially in the lessons of the Czech language. 84.6 % of teachers at the elementary level of BSs were professionally qualified; the length of teaching experience was 19.7 years and the average age of teachers was 44.8 years. As regards teachers at the second

level of basic education, 89.2 % were fully qualified and they had been teaching for 21.2 years, with the average age of teachers being 45.9 years. Qualifications of teachers teaching the Czech language at the lower secondary level of six- and eight-year secondary general schools reached 100 %, the length of pedagogical experience was 21.7 years and the average age of teachers was 45.8 years.

The lessons of the Czech language at the elementary level were attended by 16.1 pupils and average absence was 13 %. At the second level of basics schools there were 18.1 pupils attending lessons of the Czech language and their average absence was 14.9 %. With respect to the lower secondary level of six- and eight-year secondary general schools 25.7 pupils were recorded in the lessons of the Czech language and their average absence was 17.1 %. The following overview summarises findings relating to the development of reading literacy and was gathered from observations of Czech language lessons.

Chart 4 Assessment of the establishment of reading skills in lessons of the Czech language in basic schools



Teachers primarily focused on the content correctness of the topics taught, but other monitored indicators continue to be evaluated negatively. The above-mentioned findings confirm the negative signals of PISA and Centre for Information on Education surveys and they indicated which areas teachers of the Czech language should pay more attention to in the context of the development of pupils' reading skills.

Development of Foreign Languages in Basic Education

According to the statistical data 625,518 pupils learnt a foreign language in the Czech Republic. Of these the largest number of pupils learnt English, namely 96.3 %, while the second most frequent language was German, with 17.3 % of pupils who learnt it. With regard to other languages taught in basic schools, French, Spanish and Italian were taught to a lower extent.

In the framework of the 2007 Long-term Policy Objectives the preferential provision of the English language was introduced in all schools. However, a problem with the qualifications of teachers still persists. At the elementary level there were 80.2 % of qualified teachers whereas at the second level there were only 71.3 % of qualified teachers; professional qualifications of English teachers at the lower secondary level of six- and eight-year secondary general schools was 100 %.

The length of teaching experience of teachers of foreign languages was on average 14.9 years (the average age was 39.8 years); at the second level of BSs teachers' experience was 16.8 years (the average age was 42 years). The average length of teaching experience of teachers teaching foreign languages and working at the lower secondary level of six- and eight-year secondary general schools was 32.5 years and their average age was 56 years.

At the elementary level classes of foreign languages accommodated 14.8 pupils and their average absence was 14.2 %; at the second level of BSs 16.3 pupils attended foreign language classes and their average absence was 18.4 %. With respect to the lower secondary level of six- and eight-year secondary general schools 15 pupils were recorded in lessons of foreign languages and their average absence was 13.3 %.

Table 34 Assessment of the establishment of language skills in lessons of foreign languages in basic schools

Monitored indicators	Occurrence in %
Explanation of unknown terms and foreign words	95.5
Opportunities to use information found	54.4
Activities to support multicultural education	53.5
Differentiated tasks and requirements according to the possibilities and abilities of pupils	53.2
Work with sources, retrieving information	53.2
Opportunities for pupils with SEN	49.9
Opportunities for gifted children	16.5
Bilingual education	3.7

When teaching foreign languages teachers concentrated mainly on building vocabulary. As regards other indicators it is apparent that the situation pertaining to the teaching of foreign languages cannot be evaluated positively. After the National Plan for Foreign Language Teaching in the Czech Republic was terminated in 2009, at the central level there has not been, apart from FEP, any strategy for the development of this important area.

Development of Mathematical Literacy

The development of mathematical literacy is also affected by the non-existence of any national strategy and the principal national document is FEP BE. The CSI monitored the selected indicators of support for the development of mathematical skills and focused on the lessons of mathematics.

In total 83.4 % of teachers at the elementary level of BSs were qualified, their average length of teaching experience was 20.2 years and the average age was 44.8 years. At the second level there were 88.5 % of qualified teachers who had been teaching on average for 19.8 years and their average age was 45 years. With regard to the lower secondary level of six- and eight-year secondary general schools 85.7 % of teachers were qualified, the length of their teaching experience was 16.4 years and their average age was 43.7 years.

Classes of mathematics at the elementary level of BSs were attended by 16.2 pupils, whose average absence was 12.3 %. At the second level of BSs 18.7 pupils

attended lessons of mathematics and their average absence was 12.8 %. With respect to the lower secondary level of six- and eight-year secondary general schools 24.4 pupils were recorded in the lessons of mathematics with an average absence of 18 %.

Table 35 Assessment of the establishment of mathematical skills in lessons of mathematics in basic schools

Monitored indicators	Occurrence in %
Ability to mathematise real situations	53.5
Using correct terminology and symbols	82.5
Solving mathematical problems	42.1
Practical use of mathematical knowledge	72.4
Work with errors	88.1
Guessing of results	57.8
Support for pupils with SEN	56.4
Opportunities for gifted pupils	23.2

Development of Information Literacy

The strategy and goals of information literacy were defined at the nation-wide level in the Strategy of Development of Information and Communication Technologies 2009–2013 (Czech Government Resolution No. 1276 of 15 October 2008). The CSI evaluated the utilisation of ICT in all the lessons observed. However, in the context of preparation for the full-scale testing of pupils in the 5th and 9th grades of BSs inspectors paid attention mainly to these two grades. Statistical data showed that the proportion of teachers in the Czech Republic who use the internet in teaching was about 70 %. However, findings collected in schools are in contradiction to such data. The average direct use of ICT in lessons was only 21.3 % of the lessons visited. The following overview summarises findings gathered in class observations.

Table 36 Utilisation of ICT in teaching in basic schools

Methods of utilisation	Czech language	Foreign languages	Mathematics	ICT	Natural sciences	Social sciences	Educational subjects	Vocational subjects and practical training	Total
ICT was not used	84.9	77.6	84.9	3.1	69.7	73.0	88.7	78.9	78.7
Simple presentation of topics to be taught using ICT	5.9	9.9	4.9	3.9	20.3	15.7	6.6	2.6	9.6
Use of specialised SW applications without direct use by pupils	1.8	5.0	2.1	3.9	3.1	3.7	1.3	10.5	2.8
Use of specialised SW applications + direct use of ICT by some pupils	5.1	3.4	5.1	3.9	5.0	4.5	2.5	5.3	4.5
Use of specialised SW applications + direct use of ICT by all pupils	2.3	4.2	3.1	85.3	1.9	3.1	0.8	2.6	4.5

Neither the age nor teaching experience of teachers affected the use of ICT; it can only be said that teachers who had taught less than three years managed to use simple presentations better than other teachers (10.2 %). Findings showed that work with ICT was concentrated mainly in ICT lessons. As regards other subjects, teachers worked with ICT more in natural sciences, social sciences and foreign languages but without the active involvement of pupils. Direct work of pupils with ICT in lessons was seen most frequently in the mathematics lessons (8.2 % of lessons).

Development of Social Literacy in Basic Education

In the past school year within the framework of a three-year cycle and in accordance with the "Plan of Principal Assignments of the CSI" assessed the development of pupils with regard to social literacy. Using selected indicators the CSI also compared the situation in schools after three years. The conceptual objective of inspection activities is based on the results collected from international surveys (PISA, TIMSS), FEP, the 2007 Long-term Policy Objectives and results gathered in the school year 2007/2008. In cooperation with Masaryk University in Brno the development of tools and procedures for evaluation of whether goals are met according to FEP in this area was launched. This Report summarises findings pertaining to the selected indicators. More detailed results will be published in the separate thematic report in the first half of 2012.

Inclusion of social science subjects in education provided by basic schools corresponds with the requirements of FEP. The "Humans and Their World" educational area (subjects such as Basic Education about Life Sciences and the Basis of National History and Geography can be considered to be elementary fundamentals of social science education) at the elementary level of basic schools is incorporated in an appropriate way, and 70 % of schools complement the compulsory number of hours allotted to this area by making more hours available, usually by one and up to three hours. At the second level of basic schools social science education is included in the area of "Humans and Society" (subjects such as history and education towards citizenship). This area is strengthened in about 70 % of schools, which allocate available hours for work chosen at the discretion of the school to subjects pertaining to this area. Most often they increase the standard number of lessons included in the curriculum for the second level of BE by between one and up to three lessons. However, there are also schools which pay increased attention to this area. With several exceptions cross-subject links were incorporated in SEPs in sections covering this area. The number of optional subjects with social science content fluctuates; the majority of schools do not include them in their provision, and non-compulsory subjects of this type were very rare in schools. 12 % of the schools visited decided to specialize in the area of social sciences (the profile of a school). Quite a low number of schools made use of a new regulation stipulated in FEP BE, which came into effect on 1 September 2010 and which allowed schools to teach complementary ethical education. 15 % of the schools visited decided to provide this subject as compulsory. Only exceptionally was ethical education included in the provision of optional subjects; approximately 40 % of schools implemented this subject in a different way.

FEP further defines cross-curricular subjects overlapping with social literacy: social education and education aimed at developing pupils' personality, education of a democratic citizen, education towards thinking in the European and

global context, multicultural education, environmental education and media education. Real implementation of cross-curricular topics according to definitions in FEP is visible in the vast majority of schools. However, inspection teams expressed their doubts about the implementation of cross-curricular topics in approximately one quarter of schools.

In total 85.8 %, of teachers teaching at the elementary level of basic schools were qualified for teaching social sciences, their teaching experience had been 20.2 years and their average age was 44.9 years. At the second level there were 86.1 % of qualified teachers who had teaching experience of 19 years and their average age was 46.2 years. At the lower-secondary level of six- and eight-year secondary general schools 100 % of teachers were fully qualified, they had been teaching for 22.2 years and their average age was 46.2 years.

More than one third of the interviewed teachers of social sciences had an opportunity during their teaching career to become familiar with a system of education abroad, most often in the form of a visit to a school abroad or within the fellowships and training courses held abroad.

In the area of social science education the CSI monitored teaching in the following subjects: history, education towards citizenship, and a group of social science subjects (Humans and Their World, Humans and Society, ethical education, religion, basic education about life sciences and the basis of national history and geography, the basis of social sciences, specialised education in special basic schools). The following overview contains a comparison of groups of social science subjects and education.

Table 37 Assessment of the establishment of skills of basic school pupils in subjects incorporated in FEP in the social science area (share of occurrence in %)

Monitored indicators	2010/2011	
	Social science subjects	Civic education
Democratic environment, mutual communication, interest in instruction	47.3	68.2
Differentiated tasks and requirements according to the abilities and competences of pupils	59.0	79.4
Content correctness	98.0	96.5
Explanation of unknown terms and foreign words	75.5	33.5
Links to practice and life situations	88.9	85.0
Out-of-school events, trips and excursions	21.3	15.6
Search for relations with other subjects	77.9	52.6
Support for aesthetic perception, emotions and experiencing	69.6	85.6
Support for positive self-perception	79.7	93.3
Development of pupils' creativity, emotions and taste	61.5	80.0
Support for a healthy lifestyle	47.3	68.2
Activities to support multicultural education	30.9	21.5
Becoming familiar with local culture	46.9	29.3
Support for pupils with SEN	60.0	78.9
Opportunities for gifted and talented pupils	21.4	26.6

The lessons of the social sciences at the elementary level accommodated 17.7 pupils and average absence was 11.8 %. At the second level of basics schools there were 19.01 pupils attending lessons of social sciences and their average absence was 13.1 %. At the lower secondary level of six- and eight-year secondary general schools 25.7 pupils were recorded in classes of social sciences and their average absence was 16.7 %.

On the whole the factors influencing the optimal psychological and physical condition of pupils were evaluated positively. The same applies to the creation and strengthening of values and membership to the community. The ability to cooperate is at a good level, with a certain deficit in the area of playing different roles in a group. Further small shortcomings were observed in the area of communication skills, where greater emphasis should be put on pupils to be able to comprehensively formulate and express their feelings, thoughts or ideas. Little attention was devoted to the reflection of the social skills of pupils either by themselves or within feedback given by the teacher. The method of work at the second level of BSs was less successful at creating a sense of belonging to the school in question.

Positive findings

- the incorporation of the "Humans and Their World" as well as the "Humans and Society" educational areas into education according to the requirements of FEP; the allocation of available hours for work chosen at the discretion of the school to educational areas; the finetuning of cross-subject relations;
- a good level of support for the development of social literacy in the lessons taught at the elementary level of BSs;
- the implementation of cross-curricular topics relating to social literacy;
- a high degree of involvement in projects; cooperation with external partners;
- a high number of links between the teaching of social sciences and practice and real life situations, cross-subject relations, extensive use of work with texts, searching for sources.

Risks

- absence of optional (obligatory) and non-compulsory subjects that have a social science focus in the majority of schools; insufficient space for the development of talented pupils;
- deficits in the work of bodies responsible for methodological guidance in half of schools; in the majority of schools teachers teaching social sciences do not exchange their experience;
- the work of school management in terms of the quality of teaching and educational achievement in the area of social science remains approximately at the level detected three years ago;
- the indicators used for the evaluation of support for the development of social literacy in teaching are falling substantially at the second level of BSs.

Development of Natural Science Literacy

In the framework of the inspection cycle and in accordance with the "Plan of Principal Assignments of the CSI" evaluated the development of pupils with regard to natural science literacy. At the elementary level the CSI monitored the "Humans and Their World" educational area of FEP whilst at the second level of BSs inspectors concentrated on the "Humans and Nature" educational area (physics, chemistry, biology and geography). The development of new tools and procedures which would allow for the evaluation of the effectiveness of support for natural science literacy in education was launched in cooperation with the Faculty of Natural Sciences of Palacky University in Olomouc. The Annual Report encompasses only the main conclusions arising from the findings provided while in-depth research will also continue in this school year. The CSI will publish its results in a separate thematic report which will be published in the first half of 2012.

At the level of school education programmes it can be stated that the majority of the schools visited appropriately included relevant educational areas of FEP in the organisation of education. The expected outcomes of the areas of "Humans and Their World" (the elementary level of basic schools) and "Humans and Nature" (the second level of BSs) were completely incorporated. However, approximately one fifth of basic schools had gaps in the inclusion of expected results. The way in which cross-subject links for these educational areas were elaborated is positive. Schools, with only very rare exceptions, defined cross-subject relations in their SEPs at least at the general level; more than a half of schools further developed cross-subject relations in their SEPs at the level of topics to be taught too. Cross-curricular subject matters of environmental education and culture are most frequently distributed in several subjects.

The compulsory time allotment for the teaching of the aforementioned educational areas according to FEP was usually strengthened by using available lessons for work chosen at the discretion of the school. The schools visited allocated from zero to six available hours to the educational area of "Humans and Their World" at the elementary level, most often it was from one to three hours. At the second level of BSs the "Humans and Nature" educational area was allotted zero to eight available hours, the available hours used at the discretion of the school most often oscillated between one and four hours. Approximately one third of schools provide optional (obligatory) subjects in the area of natural sciences; very rarely schools also offer non-compulsory natural science lessons. In the course of one school year 70 % of schools implemented projects or experimental verifications pertaining to natural sciences to be used as complementary lessons and methods of application of topics to real life situations. Partnerships were observed in more than 80 % of schools. The most frequent partners were, for example, local clubs, associations and unions, environmental movements and associations, environmental centres, public institutions, other basic and/or secondary schools, offices of protected landscape areas and some others. Nearly two thirds of schools involve their pupils in competitions and "Olympics" relating to natural science subjects.

As regards natural sciences 77.9 % of teachers were fully qualified at the elementary level. The length of their teaching experiences was 19.1 years and their average age was 44.2 years. 81.1 % of teachers were qualified at the second level of BSs and these had been teaching for 18.2 years; the average age was 44.3 years. At the lower-secondary level of six- and eight-year secondary general schools 100 % of teachers were fully qualified, their teaching experience had lasted for 10.0 years and their average age was 34.5 years. One third of teachers of natural sciences at the elementary level and a half of teachers at the second level of BSs in the course of one school year had an opportunity for further education to enhance either their professional qualifications or to improve the didactics of natural science subjects.

On average, 17.0 students attended classes of natural science at the elementary level, absence was 10.5 %. At the second level of BSs there were 19 pupils in natural science classes, absence was 13.2 %. At the lower-secondary level of six- and eight-year secondary general schools 30.5 pupils were recorded in natural science classes and absence was minimal. The following overview contains an analysis of observations of lessons of natural science subjects and there is also a comparison of the findings resulting from observations of technical subjects and practical training.

Table 38 Assessment of the establishment of skills of basic school pupils in subjects incorporated in FEP in the natural science area (share of occurrence in %)

Monitored indicators	2010/2011	
	Natural science subjects	Vocational and practical training
Democratic environment, mutual communication, interest in instruction	54.9	94.7
Differentiated tasks and requirements according to the abilities and competences of pupils	60.1	92.1
Content correctness	98.1	100.0
Explanation of unknown terms and foreign words	67.4	25.0
Links to practice and life situations	95.2	86.5
Out-of-school events, trips and excursions	22.0	5.4
Search for relations with other subjects	80.8	56.3
Use of new scientific and technological findings	66.1	12.9
Opportunities for use of information found	65.8	22.6
Opportunities for experiments, manipulation and intentional observations	53.0	29.0
Activities relating to OHS	50.9	32.3
Support for a healthy lifestyle	54.9	45.2
Care for neighbouring environment	55.3	16.1
Support for pupils with SEN	58.5	86.5
Opportunities for talented pupils	27.9	2.7

Among the strengths there were the use of technical terminology and symbols, the logical structure and intelligibility of lessons, emphasis put on repetition and the strengthening of topics taught, good time arrangement of lessons, the

natural authority of teachers and attention paid to the application of knowledge to real life situations and divergent thinking. It was also possible to observe, less frequently though, that pupils were led to search for and critically evaluate the relations between different phenomena. However, they had only limited space for independent formulations of the core of problems or of drawing conclusions. Support for pupils in making independent suggestions about gradual steps in how to solve a problem or support for pupils' judgements and the use of their experience for formulating hypotheses ranked among the weaknesses. Practical experience (work in school labs, pupils' experiments) was included in lessons with several exceptions only. 80 % of classes were taught in rooms designed for such activities (laboratories, outside space, greenhouses and so forth).

Positive Findings

- a definition of cross-subject relations; emphasis put on links between topics taught and life situations;
- active use of different sources to enrich lessons, involvement in projects, use of different forms of partnership;
- moderate development of work on quality management systems and on systems aimed at education achievement in schools (participation in external testing, slight development of work carried out by methodological bodies in schools);
- use of professional terminology and symbols, the logical structure and intelligibility of lessons; emphasis put on repetition and the strengthening of topics taught, good time arrangement of lessons (natural science terms were used according to the definitions of OECD/PISA);
- incorporation of practical activities in the instruction of the relevant subjects.

Risks

- partial gaps in incorporating obligatory outcomes of FEP in SEPs of schools (approximately one fifth of schools);
- not very extensive provision of optional and non-compulsory subjects, mainly in small basic schools; limited provision of opportunities for further development of talented pupils (besides participation in subject competitions);
- roughly one fifth of lessons are taught by unqualified teachers;
- in a number of schools there are no comprehensive systems of how to verify and ensure the quality of teaching and results of education in natural sciences; absence of methodological bodies in some schools;
- a low rate of leading pupils to independence when proposing sequential steps to problem solving or the use of pupils' judgements and experience for formulating hypotheses (this area overlaps with natural science procedures according to the definition of OECD/PISA – problem solving competences).

Links between educational areas →support for the development of functional literacy and favourable climate

Activities pertaining to the area of natural science literacy and education towards health, in particular activities regarding OHS and support for a healthy lifestyle, support one another along with the care for the neighbouring environment.

Activities aimed at developing reading literacy and foreign languages mutually support each other, in particular the creation of opportunities for getting to know local culture and activities supporting multicultural education.

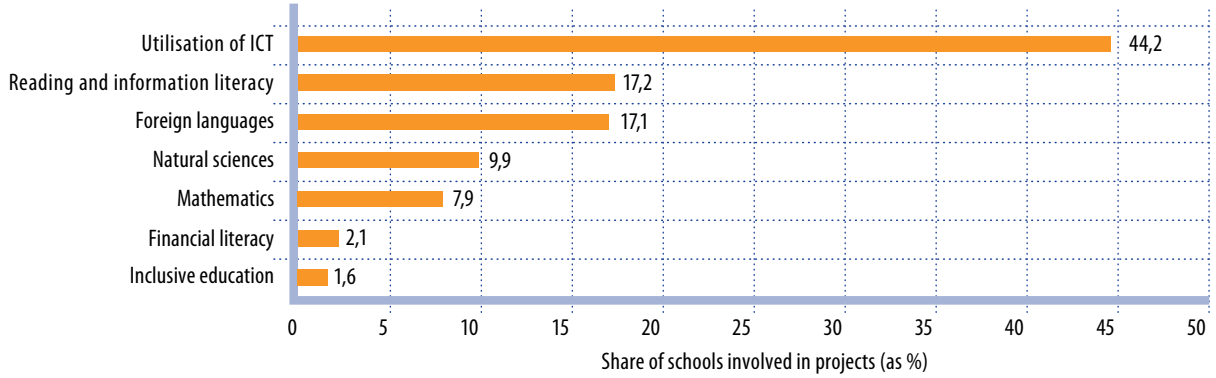
Activities were more often oriented towards social literacy; they focused especially on the development of aesthetic perception, experiencing and creativity and teachers appropriately connected such activities with motivating pupils to acquire knowledge and habits concerning a healthy lifestyle.

Involvement of Basic Schools in Development Projects

Basic schools were active and were frequently engaged in various development projects. Most often schools utilised the support of MEYS **national development projects**. The schools visited participated in 756 national development projects (in the past school year 3,201 projects were carried out). Thus the share of active schools was 62 %. Most schools were involved in projects aimed at the acquisition of school compensation and rehabilitation aids; higher participation was also seen in programmes supporting teachers' assistants. For a more detailed overview about national projects in basic schools see Part B, Table B 11.

In the course of the school year the share of schools involved in the "EU Money to Schools", the **European project carried out within the Operational Programme Education for Competitiveness,** was on the rise. The CSI was providing efficient support for schools, by means of group and individual consultations, and helped prepare them for school projects according to the given "templates". The CSI also examined whether schools possessed enough information and provided the necessary information directly to 4,036 schools, while 2,276 schools participated in a questionnaire survey. The project invited schools to participate in seven national priorities in the form of simplified administration (in the form of so called templates). The project was also aimed at introducing innovation into the content and methods of education and the preparation of teachers for newly required competences. The following bar chart displays the occurrence of projects in BSs according to the focus of their content.

Chart 5 Involvement of basic schools in the "EU Money to Schools" project according to the focus of the project content



The proportion of schools in regional projects accounted for 21 % and the share of schools in local (municipal) projects was 20 % of the schools visited. In a range of basic schools (34 %) teachers developed and implemented their own school projects.

IV. School Management and Effective Strategies of Basic Education

Basic School Head Teachers

The professional qualification requirements stipulated in Sec. 5 and Sec. 32a of the Act on Pedagogical Staff were satisfied by a total of 95.7 % head teachers of basic schools. Head teachers were duly appointed on the basis of relevant interviews in 95.2 % of BSs. In the school year reviewed there were altogether 209 selection interviews aimed at appointing new head teachers of schools. The most selection interviews were conduced in the Central Bohemian region (26); on the other hand, the fewest changes occurred in the Karlovy Vary region (only 3). (For more details see Part B, Table B 14).

The average age of head teachers was 50.6 years and the length of their teaching experience was 26.6 years and the average length of work as managers was 11.2 years. In the context of the amendment to the Education Act (which came into effect on 1 January 2012) it is important to note that the share of head teachers with managerial experience longer than six years accounted for 74.9 % in the visited schools.

The following overview demonstrates the monitored managerial skills and comparisons with the previous school year.

Table 39 Evaluation of the level of managerial skills of basic school head teachers

Monitored indicators	Frequency of achieving required status (%)		Trend
	2009/2010	2010/2011	
Meeting duties of a head teacher pursuant to the Education Act	89.6	94.3	+
Creation of conditions for further education and activities of the School Board	91.1	98.5	+
Using financial resources allocated from the state budget cost-effectively and for the prescribed purposes	89.0	96.8	+
Dealing with the opinions and statements of self-governing pupils' bodies	was not reviewed	81.4	
Active knowledge of the English language	20.5	22.2	+
Level of information literacy (advanced and higher levels)	was not reviewed	81.7	
Participation in projects	77.4	99.4	++

In the school year reviewed in total 44.4 % of head teachers claimed **active knowledge of a foreign language**, of whom 13.9 % had passed a certified examination. Out of this number the proportion of head teachers who spoke English was quite high (50.5 %), and they were followed by head teachers who spoke German (49.2 %) and Russian (45.0 %).

18.3 % of basic school head teachers claimed to have the basic level of **information literacy** (according to the scale used in projects implemented within the State Information Policy in Education), 68.3 % of head teachers achieved the advanced level of work with ICT, 6.7 % of head teachers had a specialisation in ICT and the same number, i.e. 6.7 % of head teachers, could work as ICT coordinators.

The share of managerial staff was 11.0 % in the schools visited with the highest share of managers being in the Vysocina region (22.2 % of the total number of pedagogical staff).

School Climate in Basic Education

A favourable school climate is a recognised factor in pupils' education achievement. As regards this area the CSI assessed the working climate in classes and the overall school climate using three main indicators (out of 12 indicators) but also the development of partnerships and the factual focus of suggestions and complaints received in basic education.

When compared to kindergarten teachers, basic school teachers evaluated the school climate as being at the lower level in all the main indicators. The climate was comparable only in indicators showing satisfaction with the school environment, opportunities for creative usage of existing conditions and possibilities of care for the environment in school. Natural loyal behaviour according to the indicator of coexistence with the school was evaluated very positively, which

corresponds to high assessment of conflict free communication between adults within the indicator of interpersonal relations. Teachers were least happy with the material and technological equipment of their schools and pointed out negative effects of "power distance" seen as US and THEM. When the school climate is compared with the same in the past school year it has not substantially changed in any of the indicators.

The development of partnerships can be positively evaluated in basic schools as the CSI recorded improvement by more than 7 %. In this segment there is also the highest share of schools where relations with partners are at the level of good practice.

The number of complaints and suggestions saw a year-on-year increase in basic schools. The total number of complaints was 309 (a growth of 32 %) and these encompassed 698 suggestions (a growth of 47.3 %). The fact that the share of justified complaints decreased slightly and was 31.9 % (in the past school year it accounted for 34.2 %) was a positive phenomenon. Suggestions most frequently fell within the area of communication with parents of pupils, imposed disciplinary measures and evaluations of pupils' behaviour and their safety. For more detailed data resulting from the analysis of complaints and suggestions see Part B, Table B 19.

V. Support for Pedagogical Staff

The National Programme for the Development of Education in the Czech Republic (White Paper) as well as the 2007 Long-term Policy Objectives defined a long-term strategic goal of "Enhancing Professionalism and Improving Working Conditions of Pedagogical Staff".

The share of qualified teachers in the schools visited was 81.2 %; 86.8 % according to statistical data. The share of teachers who had taught for less than three years was on average 9.3 %, with the highest share of fresh teachers being in the Olomouc region (14.0 %). Young qualified teachers are more successful than others in creating an environment of open mutual communication and encouraging a higher interest of pupils in education.

The share of teachers at retirement age was on average 3.4 % and the highest share of such teachers was in Prague (7.9 %). The average length of teaching experience was 18.7 years and this indicator displayed the highest value in the Hradec Kralove region (20.4 years).

As in kindergartens, the share of qualified teachers is higher in the group of elderly teachers with longer teaching experience. This group demonstrates, on the one hand, better knowledge and skills relating to SEPs; on the other hand, their ICT knowledge and competence and their use in lessons are not so good.

The wider variety of forms and methods of teaching, organisational motivating activities, the creation of opportunities and support for the development of functional literacy relates more to the higher share of professionally qualified teachers and to the higher level of knowledge and skills of teachers relating to SEPs than to other monitored parameters. Positive effects of these professional qualities can mostly be seen in more frequent use of comprehensive and acti-

vating methods of teaching, in leading pupils to the recognition of coherence between educational areas mainly through appropriate inclusion of cross-curricular topics and the usage of information gathered from different sources. Low activity, low originality and rather routine stereotypes were seen in this regard among **older, unqualified teachers.**

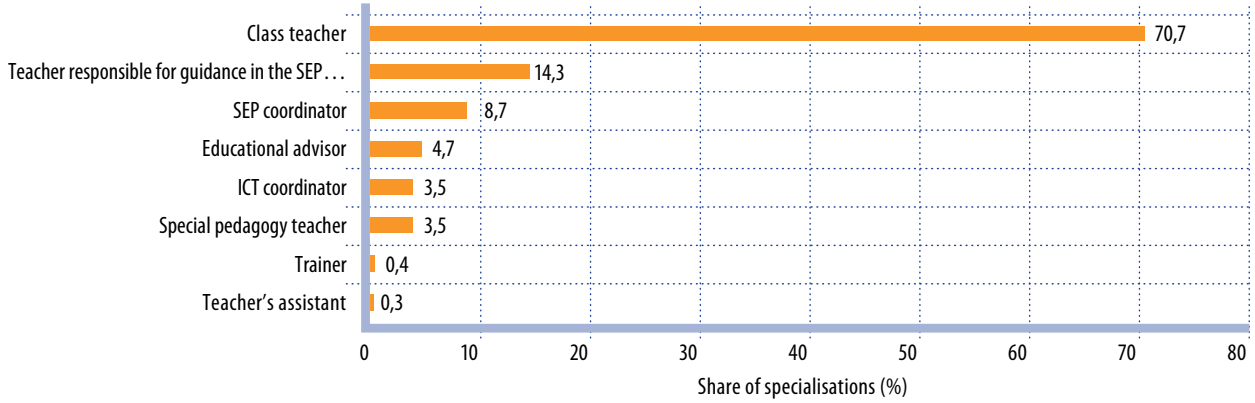
In the visited schools the CSI also assessed the level of knowledge of teachers concerning FEP and SEPs. The highest proportion of teachers acquired information on this issue at the level of the school only (64.3 %). Training courses aimed at developing and drawing up SEPs were attended by 11.7 % of pedagogical staff and their highest share was reported from the South Bohemian region (16.2 %). There were 14.3 % of teachers involved in developing methodologies of some sections of SEP (methodologists of individual subjects) and 8.7 % of teachers were coordinators of SEPs. A higher share of coordinators was recorded in small schools (13.4 % of teachers). The highest proportion of coordinators of SEP was registered in the Moravian–Silesian region (14.9 % of teachers). The degree of involvement of teachers in the development of SEP accounted for 86.3 %.

Information literacy has been on the rise in opinion of the teachers. The share of teachers who had achieved the basic level was 38.2 %, while 53.4 % of teachers were advanced and 5 % of teachers had an ICT specialisation (i.e. they could work with specific SW applications) and 3.5 % of teachers were ICT coordinators. It can be assumed that teachers without any further qualifications perform the work of ICT coordinators. The highest share of teachers claiming the advanced level was in the Usti region (72.0 %).

Availability of Experts in Basic Schools

The smallest share of available experts was detected in the Karlovy Vary region (35.9 % of teachers did not have any specialisation). An ICT coordinator was available in 60.7 % of basic schools in this region; in other schools such activities were performed by an external expert.

Chart 6 Share of teacher's specialisations in the basic schools visited



A higher level of ICT knowledge and skills of teachers positively affects mainly the frequency with which ICT devices are used in lessons of individual educational areas as well as the higher occurrence of activities supporting the development of mathematical literacy. It was observed that these teachers used verbal methods of teaching, i.e. mutual communication with pupils through dialogues

concerning the topic, less than the others and the same applies to their lower activity aimed at supporting the development of social literacy and the area of education towards health.

Further Education of Basic School Teachers

The share of teachers who were studying was 8.6 % in the schools visited. The following overview demonstrates the participation of teachers in different types of studies.

Table 40 Further education of teachers – under Sec. 1 of Decree No. 317/2005 Coll. (data as %)

Forms of further education of teachers	Small BSs	Large BSs	Total BSs
To satisfy qualification requirements	14.8	4.8	8.6
To attain further qualification requirements – ICT	1.8	1.6	1.7
To attain further qualification requirements – prevention of socio-pathological phenomena	2.3	2.2	2.2
To extend professional qualifications	12.7	16.7	15.2

The share of teachers who participated in studies aimed at extending their professional qualifications and meeting qualification requirements was the highest; however, teachers also expressed their interest in new specialisations pertaining to the area of prevention. 62.6 % of teachers participated at least in one form of further education.

More frequent forms of the further education of teachers were training courses and activities that could be selected from the list of available courses and activities which were favourably priced because they were subsidised through specific projects. The table below contains the share of studying teachers according to the topics of the further education of teachers.

Table 41 Further education of teachers (FET) – according to topics of courses and seminars (data as %)

Forms of further education of teachers	Small BSs	Large BSs	Total BSs
FET to perform managerial positions	7.9	4.5	5.8
FET concerning assessment of pupils and school self-evaluation	5.2	6.6	6.1
FET concerning special pedagogy / work with pupils with SEN	35.7	13.1	21.5
FET to extend teacher's competences in pedagogical and psychological work	27.3	17.5	21.2
FET concerning curricular reform of FEP and SEP	14.7	10.4	12.0
FET concerning ICT utilisation	25.5	29.6	28.1
FET – foreign language	9.2	12.1	11.0
FET for schools with few classes	7.7	0.0	2.9

The highest interest was in enhancing ICT competences and in acquiring skills for work with pupils with SEN. A total of 81.5 % of teachers participated in at least one form of further education.

The above-mentioned findings proved that school systems of the further education of teachers appropriately meet the requirements for fulfilling SEPs in accordance with the requirements of FEP. The reduction in funds for the further education of teachers negatively influenced the budgets of schools.

Material and Financial Prerequisites of Basic Schools

The CSI strove to find out how well basic schools were equipped with computers and other information technologies, how investment projects being implemented were targeted and what the level of safety in school premises was.

ICT Equipment in Schools

According to statistical records altogether 132,072 PCs could be used for operations in basic schools. The proportion of PCs connected to the Internet was 94.9 % and the proportion of PCs with a high speed connection was 89 % of PCs.

Investment Projects

The basic schools visited concentrated mainly on building barrier-free accesses (39.0 %), constructing and refurbishing school laboratories (36.1 %) and technical classrooms (30.6 %), as well as on the renovation and construction of school buildings (22.2 % of BSs). Investment projects aimed at ICT modernisation were implemented in 20.4 % of basic schools. There were 20.0 % of investment projects which aimed at renovating school playgrounds and 3.4 % of projects focused on gymnasiums.

A **barrier-free access** was found in only 32.0 % of basic schools.

The CSI checked the safety of premises very thoroughly using a sample of 121 basic schools. The following overview summarises the results of checks in basic school premises.

Table 42 Selected indicators of safe basic school premises

Monitored indicators – facilities with detected faults	Share of schools with faults (%)
Classrooms	12.4
Gymnasiums	9.1
Sanitary rooms and cloakrooms	6.6
School gardens	5.8
Prohibition of smoking	5.0
Playgrounds and other spaces for games	3.3
School canteens	2.5
Playrooms	1.7

When the situation is compared to that of the previous year, utilisation of school spaces slightly improved in all the monitored indicators. Most faults were found in classrooms.

The CSI monitored the scope of damage and the current needs of schools which had been flooded in August 2010. These schools were involved in a programme subsidised by the MEYS – "The Programme on Alleviating Damage caused by Floods in August 2010". Exceptional subsidies were designated to mitigate the damage to teaching aids and textbooks caused by the floods, but they were also allocated to rewards for employees who participated in the removal of damage.

Financial Prerequisites of Basic Schools

Economic conditions in basic schools, when compared to those in kindergartens, were more favourable. Although an analysis of financial management showed that the expenditure per pupil allocated from the state budget decreased in the visited schools by 4.7 % in comparison with the previous school year the negative impact of savings was at the same time compensated for by an increase (of 14.3 %) in expenditure covered by other sources. Payroll costs represented 80 % the total subsidy from the state budget; other non-investment expenditure together with expenditure on textbooks and teaching texts, teaching aids and basic needs accounted for 1.4 %, whilst expenditure on the further education of teachers amounted to only 0.2 %.

The following overview demonstrates comparisons of selected economic indicators detected in the schools visited and these indicators are compared with the previous year.

Table 43 Evaluation of financial prerequisites in the visited basic schools

Monitored indicators	2009 – 454 BSs	2010 – 863 BSs	Trend
Non-investment expenditure (NIE) per pupil	67,668	65,485	-
Share of the state budget allocated to NIE per pupil	50,259	46,820	-
of which: basic subsidy	was not reviewed	44,378	
MEYS development programmes	was not reviewed	2,444	
Average salary of a teacher in publicly funded schools	25,130	24,409	-
Including tariff	20,424	19,801	-
Sliding salary components of per teacher	5,231	3,167	
Extra hours above standard teaching hours	46,955	87,638	+
Extra hours per teacher	3.6	4.6	+
FET per teacher	1,347	715	-
FET per pupil	112	109	-
IT per pupil	was not reviewed	389	
Textbooks and teaching aids per pupil	994	673	-
ESF projects per pupil	was not reviewed	832	

The above-mentioned findings concerning the economic situation in the schools visited highlighted an adverse development and a negative impact of the restrictions on school budgets in all indicators. Another negative finding was also the high growth in extra hours taught by teachers above their standard number of hours. When the numbers are compared with the previous year there was growth of almost 87 %. On the other hand, the moderate growth in the expenditure on ICT, which was ensured by means of the "EU Money for Schools" project funded by the Operational Programme Education for Competitiveness, is considered to be positive.

Systematic assessment of educational achievement in accordance with the requirements of FEP was correctly specified in 74 % of SEPs while the rules for assessment of pupils were met in only 67 % of SEPs. Approximately 9 % of basic schools exhibited serious risks in their school systems of evaluations of pupils; on the other hand, 7 % of schools were in the category of good practice. 6.7 % of basic school pupils appealed against the classification (marking) or their evaluation.

Since 2007 systems of pupils' achievement have been gradually improved but tools for nation-wide monitoring of the results of education are still lacking at the republic-wide level. Thus schools did not have any standards and it was difficult for them to make the required level of results to be achieved by pupils in individual grades more precise. The "free hand" in content, time arrangement and organisation included in SEPs appears to be negative when pupils decide to leave for another school.

Teachers are lacking tools for pedagogic diagnostics in order to correctly identify support according to the competences of pupils. Results of enrolment proceedings and large differences in the success of pupils when they start to attend secondary schools proved that schools assess their pupils very differently and therefore final assessment of basic school pupils cannot be considered as a key criterion for the secondary school where the relevant pupil wants to continue his/her education.

When dealing with complaints, suggestions and appeals against marking it is a problem to ensure the rights of pupils to fair assessment (as regards appeals against marking, school management evaluated 30 % of them as being justified; in the given area the CSI resolved 51 complaints and 19 of them appeared to be justified).

It was positive that 61 % of basic schools used testing methods for the verification of results of pupils. Most frequently these were school tests, but 30 % of schools used commercial tests or free tasks from the list of PISA, TIMSS and the Centre for Information on Education (hereinafter referred to as the "Centre").

In the framework of preparation for the pilot testing of pupils of the 5th and 9th grades and corresponding grades in six- and eight-year secondary general schools the CSI, in compliance with the Programme Statement of the Government, prepared an analysis of school results gathered from external surveys carried out in 9th grades by the Centre in 2008 and by OECD/PISA in 2009. Results of the sample of 98 schools where inspections had been performed were mutually compared. Comparisons showed that the results of the Czech Republic in the surveys carried out by PISA were decreased because of worse results of pupils of basic schools. On the other hand, according to their results pupils of participating secondary schools would have occupied the top positions. Results of pupils attending secondary general schools considerably exceeded the best countries. Schools which had the chance to participate in national surveys held by the Centre in 2008 achieved better PISA results in 2009. The difference between the weakest and best schools was usually higher among schools which had not participated in surveys carried out by the Centre in 2008. Outcomes of

analysis of PISA results correlated with the results of inspection evaluations. As regards reading literacy a positive influence of professionally qualified teachers of the Czech language was seen. Among the methods observed in the lessons of the Czech language only the method of structuring findings (terms and coherence of information) correlated positively methods of critical thinking and the work with texts, as well as development of abstract imagination, appeared to be a weakness. Smaller differences between the best and worst schools were detected among teachers involved in development projects. The degree to which teachers were engaged in the development of SEPs positively affected PISA results in the schools tested.

With respect to mathematical literacy a positive effect of the professional qualifications of teachers of mathematics was detected. The weakness was especially the development of logical thinking, while the participation of teachers in the further education of teachers and their involvement in the development of SEPs seemed to be beneficial. National testing was stopped in 2008 so the aforementioned comparisons only indicate hypotheses which can be tested in 2012 when the survey of PISA 2012 is carried out and nation-wide testing is conducted in the 5th and 9th grades. For the first time it will be possible to evaluate the impacts of curricular reform in the education system in the Czech Republic.

Control Systems in Basic Schools

During their inspections the CSI attempted to find whether the specific provisions of the Education Act were respected. Specialised control events focused on the area of OHS and public-legal audits. Detailed results are gathered in Part B. The following table contains the overview of serious mistakes of schools where the CSI granted deadlines for the adoption of measures for removal of deficiencies found. The CSI most often intervened on the basis of complaints and when inconsistencies between SEP and FEP were revealed.

Table 44 Summarised numbers of deadlines provided to basic schools

Monitored areas	Number of BSs
Deficiencies of SEP, non-compliance with FEP	141
Violations of provisions of the Education Act	9
Provision of meals in schools	17
Justified suggestions and complaints	223
OHS	107
of which	
Staffing in the area of OHS	5
Instruction of children and pupils in the area of OHS	2
Safety of school premises	62
School injuries	34
Safety during out-of-school activities	4
Total number of deficiencies for removal of which deadlines were granted	497

Table 45 Results of public-legal audits – comparisons of amounts and results of checks in basic schools with all schools checked

Monitored indicators	2009		2010	
	All schools	of which BSs	All schools	of which BSs
Number of checked entities	676	100	698	188
Total amount of funds (CZK) allocated from the state budget and received by the checked entities	8,371,377,139	1,852,298,770	7,797,560,962	2,287,513,229
Total amount of funds (CZK) allocated from the state budget and checked by the CSI	7,378,488,274	1,282,872,249	7,200,929,953	2,163,995,110
Number of detected irregularities (CZK)	15,302,418	1,614,388	86,930,320	6,931,173
Number (CZK) of detected irregularities per CZK 1,000 of checked funds allocated from the state budget	2.073	1.258	12.072	3.203
Violations of budgetary discipline (CZK)	7,044,402	1,159,088	8,951,384	1,308,364
Violations of budgetary discipline (CZK) per CZK 1,000 of checked funds allocated from the state budget	0.955	0.904	1.243	0.605
Number of suggestions filed with tax authorities	8	0	8	0
Number of suggestions filed with regional authorities	86	20	87	31

In the past school year a total of 497 deadlines were provided to schools to remove deficiencies. However, no proposal for the removal of a school from the Register of Schools and School Facilities was filed. Results of public-legal audits are included in the table above.

Basic schools were provided with 17 deadlines for adopting measures with the aim of removing shortcomings revealed during public-legal audits. The majority of errors were detected in the area of meals provided by schools (canteens did not meet limits for the purchase of food, schools did not respect financial limits in general and irregularities were found in their accounting documents). In total 31 shortcomings were transferred to be resolved by regional authorities.

Detailed results of public-legal audits are included in Part B, Table B 20b.

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

In the school year 2010/2011 the CSI received altogether 309 complaints about activities in basic schools (a year-on-year growth by 32 %) and these contained 698 suggestions (a year-on-year growth by 47 %). Most complaints and suggestions received in basic schools related to communication with parents, OHS and the staffing of schools. The number of justified complaints and suggestions fell to 32 %.

The analysis of the complaints and suggestions is in Part B, Table B 19.

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 1st grades of BSs.
- Effective support for the development of functional literacy is based on thorough respect for content correctness, the application of group (cooperative) 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.

- Provision of education for gifted and talented pupils in basic education has prevailed, for a long time, in the form of institutionalised education. The share of pupils who leave the elementary level of basic schools for the lower secondary level of six- and eight-year secondary general schools and conservatoires was still very high (11.3 %). The hopes of regional authorities to make the number of schools optimal were not fulfilled and, moreover, the number of private six- and eight-year secondary general schools increased.
- Methodological support for schools concerning the practical diagnostics of gifted and talented pupils and the preparation of strategies for the education of socially disadvantaged pupils was low.
- Individual speech therapy is not provided sufficiently by basic schools.
- The high occurrence of cases of risky behaviour being resolved is a warning and this highlighted more frequent problems in basic school pupils' behaviour.

With regard to the majority of selected financial indicators, year-on-year comparisons demonstrated a decline in six key areas of inspection evaluations. Expenditure per pupil decreased by 3 % and the reduction in the average salaries of teachers adversely affected evaluations of the school climate.

Overall Evaluation of the Situation in Basic Schools

The table below contains an overall evaluation of the situation in basic education in six key areas of inspection evaluation. There are also the shares of schools (as %) included in quality categories according to a four-grade rating scale.

Table 46 Overall evaluation of basic schools in the school year 2010/2011

Key areas of evaluation A		Share of schools in the achieved level of evaluation (%) B	C	D	
Results of basic schools					
K1	Provision of education	0.0	13.2	79.6	7.2
K2	Overall results of education and effectiveness of support for personality development of pupils	0.0	8.6	84.9	6.5
K3	Impacts of innovative and preventive programmes	0.0	4.0	88.8	7.2
Prerequisites of basic schools					
K4	School management and an effective strategy of education	0.5	9.6	81.8	8.1
K5	Support for pedagogical staff (personnel, material and financial prerequisites)	0.0	14.6	82.0	3.4
K6	School's self-evaluation systems and checks	0.0	5.2	81.6	13.2

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).*

When evaluating the provision of education 86.8 % of BSs conformed to the standard requirements. The CSI points out the risks concerning the provision of education in 13.2 % of the BSs visited where school managements were provided with deadlines in order to complete their SEPs. The year-on-year growth in the number of schools included in this category was 6 %. The persisting occurrence of the same mistakes in SEPs and a year-on-year decline in the number of schools evaluated at the level of the required standard (a decrease by 5.8 % when the figures of the previous school years are compared) reveals shortcomings in the FEP system.

When the overall evaluation of results is taken into account, 91.4 % of basic schools conformed to the standard requirements. The decline by 3.8 %, when figures are compared to those of the previous year, was accompanied by the growth in the number of schools exhibiting some kinds of risks (also by 3.8 %). Outcomes of self-evaluations and evaluations performed by the CSI, including some selected statistical data, were incorporated in the overall evaluation. The Czech Republic does not possess tools for the nation-wide assessment of the educational achievement of pupils, as goals of long-term objectives leading to the introduction of testing in key points of the education path have not yet been implemented. On the other hand, it is positive that in the past school year the CSI was supported in launching the development of testing methods for nation-wide surveys.

In the evaluation of impacts of innovative and preventive programmes relevant activities were seen in 96.0 % of BSs. Innovations in the content of SEPs and project activities of basic schools involved in the ESF Operational Programme Education for Effectiveness, namely in the "EU Money for Schools" project and in other MEYS development programmes, had positive effects.

Altogether 90.5 % of BSs met the requirements of the overall evaluation in terms of management and strategies. However, the number of schools displaying risks in this area grew by 8.4 % when compared to the previous school year. Only 0.5 % of schools were included in the category of schools exhibiting serious risks. The findings of the CSI were quite often an impetus for school founders to recall head teachers of such schools. There was a year-on-year growth in the number of schools that had a standard level – an increase by 3.1 %, nonetheless the number of schools at the level of good practice fell (by 11 %).

As regards the support for pedagogical staff the number of schools displaying some risks in this area increased in comparison to the previous year, which means that support for teachers was not at a very good level at these schools. In some cases risks were caused by non-functional systems of feedback from management. Further adverse effects, such as the ageing of teachers, the decline in an average salary of teachers and the decrease in funds for the further edu-

cation of teachers, were observed together with a permanently falling share of expenditure on textbooks and teaching aids. Positive impacts of projects such as "EU Money for Schools" were not yet apparent in the past school year. However, in the upcoming period an improvement in the conditions for teaching foreign language and ICT can be expected. The financial preconditions of schools have deteriorated and restrictions of the state budget have not been adequately compensated for by the ESF support. Measures adopted in the area of per capita financing (normative funding) went some way to closing the gaps in unit expenditure per pupil between individual regions, and, moreover, the MEYS is preparing reform of school funding.

With respect to assessing school self-evaluation systems and to checks a total of 90.2 % BSs achieved the required level and therefore the gradual enhancement of school self-evaluation systems must be considered as being positive. In a number of cases errors found by inspectors were corrected during the inspections themselves. Control systems of OHS were affected by the external influence of changes in the methodology of registering school injuries. In the meantime it is impossible to lower the administrative burden of schools due to their legal personality and requirements stipulated in the Act on Financial Audits.

The absence of standards pertaining to the content of instruction as an integral part of FEP BE (standards for 5th and 9th grades) has persisted.

A.3 Secondary Education

Secondary schools (SSs) (upper-secondary education – ISCED 3) provide either secondary general education or technical and vocational secondary education (hereinafter referred to as "vocational education"). The prerequisite for enrolment in a secondary school is to accomplish compulsory school attendance and to meet the conditions for the enrolment (admission) proceedings. The vast majority of students attain professional qualifications recognised by the labour market by the level of upper-secondary education. By completing the education programme of secondary education the following degrees of education are attained: secondary education (without an apprenticeship certificate and without a school-leaving examination called maturita), secondary education accomplished with an apprenticeship certificate and secondary education completed by a school-leaving examination – maturita (hereinafter referred to as a "school-leaving examination"). Enrolment in tertiary education is, as a rule, conditional upon passing a school-leaving examination.

One of the pillars of educational policy, not only in the Czech Republic but also in the European context, is the effort to ensure that only the minimal number of individuals leave the education system without sufficient professional qualifications. **Participation in secondary education** is traditionally high in the Czech Republic, even if it is compared internationally. The monitored value exceeded 100 % in the past year and reached 101.0 % in relation to the corresponding population born in the given years. A positive signal is that this rate is continuing to rise (in 2009 this rate was 98.9 %).

In the school year 2010/2011 in total **1,423 secondary schools were recorded** on the Register of Schools, of which 145 schools were special schools and 372 were secondary general schools – gymnazium (hereinafter referred to as a "secondary general school"). When compared to the previous year, capacities have changed only very little; the supply is exceeding the demand.

The share of publicly funded schools was 74.6 %, the share of private schools accounted for 22.9 % and the proportion of religious schools was 2.5 %. Legal entities operating more schools (provision of several fields of education) prevail in secondary education. Efforts of regions to optimise the provision of secondary education have not yet been very visible as regions more or less concentrated on decreasing the number of classes. Thus the number of classes dropped by 1.5 % when compared to the previous year; the average number of students of one class was 23.3 which is slightly less than in the previous year. Regional schools strove to get involved, to a larger extent, in development programmes and use extra capacity for different forms of further education.

In 2010 the development of financial indicators was affected by measures pertaining to the state budget and by a continuing demographic decline. The overview below contains selected indicators for funding schools and their comparisons with the previous year.

Table 47 Financial indicators in secondary education

Monitored parameters – Czech Rep. (according to the IIE)	Situation in the year		Trend (data in %)
	2009	2010	
Total public expenditure on SE in CZK million	35,585.9	34,486.5	- 3.1 %
Share of expenditure on SE of total public expenditure for the education system (%)	21.7	21.2	- 2.3 %
Republic-wide per capita expenditure (CZK)	52,131	54,495	+ 4.5 %
Expenditure per student (CZK)	56,011	57,010	+ 1.8 %
Recalculated number of teachers in SE (in thousands)	37. 8	37.7	- 0.7 %
Share of unqualified teachers (%)	13.6	12.7	- 6.6 %
Average salary of teachers in SE (CZK)	26,879	26,324	- 2.1 %
Average number of students per teacher	14.6	14.1	- 3.4 %
Weekly number of lessons above standard number of lessons	34,422	29,660	- 13.8 %

The development was not favourable in the majority of the monitored indicators. The increase in republic-wide per capita (normative) funding included resources which were distributed through development programmes in the past year. However, one positive fact was the moderate decline in the number of unqualified teachers and the considerable fall in the number of extra lessons taught above the standard number of lessons allocated.

In the school year 2010/2011 the CSI concentrated mainly on vocational secondary education and monitored the preparation for and development of school education programmes for individual fields of education. The main priority of the school year in the fields of education completed by a school-leaving examination was support for preparation for and implementation of the reformed school-leaving examination. The CSI monitored the general examination of the common part and the course of school-leaving examinations held on due dates and on the date of the first possibility to resit the school-leaving examination in September.

In secondary education the CSI carried out 2,483 inspections and visited a total of 532 of secondary schools, which accounted for 37.4 % of the total number of SSs. Altogether 1,373 SEPs were assessed within the "first reading" and since 2009 the CSI has performed a total number of 2,753 checks of school education programmes for secondary education (SEP SE), of which 490 were SEPs of secondary general schools including follow up inspections. The CSI also carried out 3,713 class observations (of which 2,779 were observations in the fields of education accomplished by a school-leaving examination and 934 were observations of classes in the field of education completed by an apprenticeship certificate).

This chapter also covers school facilities providing services to students of secondary schools.

I. Provision of Secondary Education

Secondary education completed by an apprenticeship certificate was provided by 553 SSs and secondary education accomplished by a school-leaving examination was provided in 1,228 SSs. Education in the area of music and fine arts was provided by 18 conservatoires. Follow up studies were provided by 431 SSs.

Students in Secondary Education

The following overview shows the changes in the structure of students in secondary education and comparisons with the last year.

Table 48 Students in secondary education

Monitored parameters – Czech Rep. (according to the IIE)	Situation in the school year		Trend
	2009/2010	2010/2011	
Total number of students in SE	556,260	532,918	-
Total number of classes in SSs	23,260	22,904	-
Share of students with SEN in mainstream schools (%)	1.6	3.5	+
Number of foreign nationals	7,856	8,458	+
Number of students in secondary general schools (%)	25.9	26.1	+
Number of students in the field of education completed by a school-leaving examination (%)	71.2	71.1	-
Share of students studying music and fine arts (%)	1.7	1.8	+

According to statistical records secondary education accommodated 532,918 students, which showed a year-on-year decline of 4.2 %. The share of students in the fields of education completed by a school-leaving examination was 71.1 % (in accordance with the 2007 Long-term Policy Objectives it should be between 70 % and 75 %). The share of students in secondary general education (secondary general schools and lycées) was 30.4 %, which means that the original goal of the 2007 Long-term Policy Objectives specifying 35 % was not met. The interest in education in the field of education completed without a school-leaving examination has not increased and thus the share of those who completed fields of education without a school-leaving examination was only 23.9 % of all school-leavers of SSs (according to the 2007 Long-term Policy Objectives it should have decreased below 30 – 35 %). Altogether 21,120 students were admitted to follow up studies, which corresponded to 74 % of those who completed education without a school-leaving examination (according to the 2007 Long-term Policy Objectives the provision of such education should have been 50 % of students who completed education without a school-leaving examination).

According to statistical data the share of students with SEN, who were institutionally supported in special secondary schools in the school year 2010/2011, accounted for 1.6 %. 718 mainstream schools provided care for 18,731 students with SEN (a share of 3.5 % of the total number of students in SSs). Group care in special classes prevailed (approximately 65 % students with SEN), whilst 35 % of students with SEN were supported individually. Thus the rate of individual care was increased by 3 %. Altogether 1,430 of students with SEN study within individual education plans (IEPs).

In the schools visited the CSI monitored the numbers of students with SEN and in particular focused on socially disadvantaged students. The following overview summarises the results of inspections broken down according to regions.

Table 49 Share of students with SEN and socially disadvantaged students in the secondary schools visited in the school year 2010/2011

Region	Number of students present				
	Total	of the total number of students present			
		Students with SEN including socially disadvantaged students		Only registered socially disadvantaged students	
		Number	%	Number	%
South Moravian	8,721	711	8.2	130	1.5
Central Bohemian	10,846	856	7.9	374	3.4
Liberec	1,817	112	6.2	40	2.2
Vysocina	4,299	252	5.9	29	0.7
Karlovy Vary	381	19	5.0	6	1.6
Czech Republic total	**58,174**	**2,909**	**5.0**	**891**	**1.5**
Hradec Kralove	6,589	324	4.9	112	1.7
Moravian–Silesian	3,545	160	4.5	14	0.4
Prague	2,151	89	4.1	32	1.5
Olomouc	4,390	120	2.7	62	1.4
Usti	2,310	56	2.4	43	1.9
Pilsen	2,396	50	2.1	11	0.5
Pardubice	6,324	97	1.5	21	0.3
South Bohemian	3,079	45	1.5	4	0.1
Zlin	1,326	18	1.4	13	1.0

The above overview clearly demonstrates that shares of students with SEN registered by schools evidenced considerable differences between individual regions. The highest share of students with SEN was detected in mainstream schools in the South Moravian region (8.2 %), followed by the Central Bohemian region (7.9 %) and the Liberec region (6.2 %). The lowest share of such students was reported from the Zlin (1.4 %), South Bohemian (1.5 %) and Pardubice (1.5 %) regions. The share of socially disadvantaged students studying in secondary schools was very low (1.5 %), with the highest being in the Central Bohemian region (3.4 %), while the lowest share was reported from the South Bohemian region (0.1 %). The data showed that secondary schools, in the majority of cases, had not paid sufficient attention to groups of disadvantaged students. Problems with the identification of socially disadvantaged students persisted and, as a consequence, support provided to these students was at a low level.

Provision of Education for Gifted and Talented Students

According to statistical records, secondary schools provided education to gifted students in the fields of education typical of secondary general schools aimed at sports and in secondary schools of music and arts where applicants had to pass an examination proving their particular abilities (conservatoires and schools with artistic fields of education of Group 82 – fine arts, applied arts). The degree of individual support for talented students was low in secondary education as statistical records registered only 100 students with IEPs.

Participation in education provided by conservatoires was around 1 % and it was characterised by unequal distribution in the Czech Republic. There are no conservatoires in six regions. As regards other regions, Prague exhibited relatively high participation as it has the largest number of such schools (of the total number of 18 conservatoires eight are in Prague), namely 2.0 %. In general, the share of students in the artistic fields of education slightly increased and was 1.8 % of the total number of students of secondary schools. Some vocational schools are striving to increase the attractiveness of their educational programmes by broadening the provision of artistic fields of education.

Utilisation of Capacities of Secondary Education

In the visited schools providing secondary vocational education the CSI monitored how capacities recorded in the Register of Schools are utilised. The results are broken down according to regions.

Table 50 Utilisation of capacities of the visited schools providing secondary vocational education according to regions

Regions above the average of the Czech Rep.	Capacity utilisation (%)	Regions below the average of the Czech Rep.	Capacity utilisation (%)
Vysocina	90.0	Karlovy Vary	62.7
Hradec Kralove	87.1	Prague	58.7
Liberec	84.3	Usti	56.0
Central Bohemian	81.2	Olomouc	52.7
Zlin	70.8		
Pardubice	70.2		
Pilsen	67.6		
South Bohemian	64.8		
South Moravian	64.7		
Moravian–Silesian	64.6		
Czech Republic	**64.1**		

Above-average use of capacities in vocational education was found in the Vysocina region (90 %) and the Hradec Kralove region (87 %). On the other hand, below-average use of capacities was seen in the Olomouc region (approximately 53 %). An average use of capacities was found in 81 % of secondary general schools (SGSs), with the highest being in the South Moravian region (about 97 %) and with the lowest being in the Zlin region (about 58 %).

The CSI evaluated the principles of equal opportunities in the schools visited as being at a good level; a risky situation was detected in only 3.3 % of SSs. The low share of students included in the category of socially disadvantaged students was a negative finding and the same applies to insufficient support for gifted students in mainstream schools.

School Education Programmes

In secondary schools providing technical or vocational education an initial phase of curricular reform was launched in 2009 and will be implemented in

four waves. Teachers in secondary general schools have been teaching in accordance with the Framework Education Programme for Secondary General Schools since 1st September 2009 and in accordance with the Framework Education Programme for Secondary General Schools aimed at sports also since 1st September 2009.

Deadlines concerning the obligation to commence teaching in compliance with framework education programmes for vocational education are as follows:

- 1st wave (June 2007): 63 FEP – schools started to teach according to them on 1st September 2009 at the latest
- 2nd wave (May 2008): 82 FEP – schools started to teach according to them on 1st September 2010 at the latest
- 3rd wave (May 2009): 82 FEP – schools started to teach according to them on 1st September 2011 at the latest
- 4th wave (April 2010): 49 FEP – schools will start to teach according to them on 1st September 2012 at the latest

Framework education programmes are to be published online. However, the central register of approved FEPs has not yet been established on the web pages of the MEYS. The MEYS web pages only refer to information systems of organisations which were authorised to develop FEPs.

The CSI has begun the cycle of the first evaluations of new school education programmes pertaining to the area of vocational education. In the past school year inspections in the fields of education completed by a school-leaving examination, which was held for the first time in a reformed form, were a priority. The following overview presents the results of inspections of SEPs and the relevant international comparison.

Table 51 Evaluation of compliance of sections of SEPs with FEP SVE in the secondary schools visited

Sections of SEP	2009/2010		2010/2011	
	Compliance	Non-compliance	Compliance	Non-compliance
Profile of a school leaver	88.8	11.2	92.0	8.0
Description of SEP	54.2	45.8	72.8	27.2
Form of education – daily	67.3	32.7	79.3	20.7
Elaboration of the content	82.1	17.9	62.4	37.6
Curricula	68.3	31.7	82.6	17.4
Description of how teaching is ensured	87.4	12.6	83.1	16.9
Cooperation with partners	91.1	8.9	87.3	12.7

The share of SEPs SVE (of all 2,263 SEPs so far evaluated) which fully complied with FEP was 35.7 %.

A summary of the evaluation covering the period of 2009–2011 demonstrates that the strengths of SEPs in the vocational fields of education are the section describing the profile of school-leavers, in particular their ability to compete in the

labour market (non-compliance only of 1.3 %) and the section defining expected competences (5.3 %). With regard to other evaluated indicators of SEP, the description of the objectives and didactic concepts of individual subjects were at a good level (non-compliance of 4.7 %) followed by the distribution of topics taught in educational modules (non-compliance of 1.3 %) and in individual grades (6.4 %) and in weeks (9.6 %) of the school year and also the description of cooperation with partners (9.1 %), which, in general, has quite a good tradition in SVE. Step by step standards have been harmonised in vocational education and recognition of certificates which should enable school leavers to compete in the labour market is being prepared.

The influence of the absence of a stable model of school-leaving examinations was negative as a range of schools had problems setting the general component of education in the context of an obligation to offer two levels of difficulty of the common part of a school-leaving examination.

Among the weaknesses of evaluated SEPs SVE there was provision of education to socially disadvantaged students (non-compliance of 26.6 %) and specification of the methods of and criteria for the assessment of students (24.2 %).

II. Effectiveness of Support for Development of Students' Personality and Overall Results of Secondary Education

The evaluation of the effectiveness of the support for the development of students' personality and overall results of education of secondary school students contained summarised findings arising from the analysis of class observations in the course of teaching according to SEP as well as school education achievement in selected grades. In the schools visited serious risks regarding the support for the development of the personality of students were revealed in 7.7 % of SSs. Such risks also quite often related to an absence of support for students with SEN in school strategies, insufficient support for gifted students, or to low motivation of students to participate in education of the chosen field of education. In a number of schools criteria for assessment of the educational achievement of students were not set correctly and there was a lack of effective preventive measures against risks of students' failures.

The most frequent measures adopted to support students with SEN were reductions in the total number of students in one class, while socially disadvantaged students were included in mainstream classes.

In **classes accommodating higher numbers of students** there was quite often a higher share of teachers who conformed to the requirements of the Act on Pedagogical Staff concerning professional qualifications. In these classes teachers used frontal teaching more frequently, usually to the detriment of the work of students, individualised teaching and the application of differentiated tasks and requirements according to the abilities and skills of students. Some problems also concerned links between the content of education and the practical experience and life situations of students and the motivating function of ongoing assessment was not used very often. Experimenting and practical methods for developing skills were less applied in classes with higher numbers of students. Low intensity of support for students' creativity and the development of posi-

tive self-perception highlights a possible occurrence of risks in the social area of more numerous classes. In such classes less attention was paid to activities supporting education towards health, in particular activities regarding OHS.

In contrast with basic schools in less numerous classes of SSs there was a slightly higher **share of foreign nationals**. However, neither in these classes were different methods and forms of teaching aimed at supporting functional literacy applied. Activities targeting the development of reading literacy, especially work with texts, search for and use of information can be considered as being an exception.

The share of students **diagnosed as extraordinarily gifted and talented students** was tiny, even lower than in basic schools (out of 58,174 students present in the observed classes only **60 students** were diagnosed as gifted, **which accounts for 0.1 %**). Comparisons with international parameters in this area are negative for the Czech Republic since foreign statistical data report an approximately 2 % share of talented individuals in the population. However, the work with gifted individuals is moderately better than in basic schools but systematic search for talent is not deep-rooted. These students had more opportunities to participate in different contests and out-of-school activities, which is positive.

Evaluation of Class Climate

Evaluation of the climate in classes was, when compared to other segments, at the lowest level. An emphasis on the democratic environment, mutual communication and motivation of students to become interested in teaching was evaluated negatively in approximately 11 % of the classes observed. There was a good working climate in about 34 % of the lessons visited. A more favourable climate and higher interest in education were detected mainly in classes where the content of instruction respected ***cross-subject links*** and classes where ***opportunities for students with SEN and talented students*** were created. Regular evaluation of students' achievement and links of the content of instruction to practice and the life situations of students mostly contributed to the establishment of a favourable climate and growth in the interest in education.

Assessment of Overall Success of Students in Secondary Education

The CSI identified the rate of success of students according to statistical data concerning students who repeated grades and at the same time monitored the achievement of students in selected subjects of the 1st grade of SSs, the first implementation of the reformed school-leaving examination and the progress made in preparations for the final examination (zaverecna zkouska).

The total number of students–repeaters in all grades of SSs was 12,271, which means that their number increased by 9.6 % when compared to the previous year. In the completed school year 2009/2010 the distribution of failed students was more or less even across individual grades, where the share of students repeating the 1st grade was stable at the level of approximately 3 %, in the 3rd grade there were about 24 % of repeaters and in the 4th grade approximately 11 % of students of the total number of repeaters had to repeat the grade.

A substantial growth in the share of students of the 4th grade who failed was one of the side effects of the common part of the school-leaving examination. Self-evaluation systems in secondary schools reacted to the level set in mock pilot testing of the common part of the school-leaving examination in schools by stricter marking and by increasing school minimum standards in the fields of education completed by the school-leaving examination.

Better results were brought about by the school-based (so called profile) part of the school-leaving examination, which examined mainly the knowledge and skills typical of the profile of a school leaver ("graduate") of the given field of education. In the initial phase the number of compulsory school-based examinations was not established uniformly. Every head teacher was empowered to specify the number of examinations and to define their content and form. Under the Education Act students were obliged to take at least two school-based examinations, but not more than three. In a range of schools this choice simulated students' future "transfer" to the situation according to the requirements of FEP VE. As regards vocational education, problems with the preparation of SEPs and curricula occurred mainly in terms of maintenance of the number of practical skills in the school-based component because such skills represent a necessary standard for recognition of qualifications for further professional development in the context of school leavers' competition in the labour market. And in this respect there is a contradiction with the obligation to ensure a higher rate of general education according to the catalogue of target requirements relating to the common part of the school-leaving examination and according to FEP.

Adaptation of Students in 1st Grades of Secondary Schools

The CSI monitored the activities of schools aimed at the successful transfer of students between individual levels of education or the adaptation of students coming from other schools due to their failures there.

A total of 10.8 % of students left the visited schools during their attendance of the 1st grade. In the course of the school year 5.2 % of students came from other schools and the most frequent reason for their transfer was failure in the field of education they had studied in the school which they decided to abandon. The following overview demonstrates the results of thematic surveys conducted in secondary schools and compares fields of education in secondary general schools and secondary vocational schools.

Table 52 Adaptation of students of 1st grades of secondary education (data covering the completed school year 2009/2010)

Monitored areas and indicators		Total SSs – 857 59.8 % from the Register		SGSs – 225 59.4 % from the Register		SVSs – 632 57.2 % from the Register	
School activities	**Most frequent activities provided by schools to students of the 1st grades**						
	Individual consultations for students (parents)	857	100.0	225	100.0	632	100.0
	School-tours	778	90.8	211	93.78	567	89.7
	Out-of-school activities; student clubs	655	76.4	176	78.22	479	75.8
	Joint projects	583	68.0	168	74.67	415	65.7
	Adaptation courses	511	59.6	186	82.67	325	51.4
	Initial comparative tests	473	55.2	131	58.22	342	54.1
	Induction weeks, experience courses	370	43.2	105	46.67	265	41.9

Provision of school activities to fresh students was at a higher level in the fields of education provided by secondary general schools and a positive finding was the high proportion of schools which, in the framework of their prevention programmes, prepare courses specifically focusing on the support for team work. A number of schools made use of commercially available induction and experience courses.

Head teachers and teachers teaching in first grades of secondary schools evaluated the preparedness of students coming from basic schools. Although the evaluation was the most favourable in the area of communication, still the detected share of 44 % of satisfaction is very low and teachers in basic schools should surely concentrate on this area more.

Table 53 The level of preparedness of basic school pupils for secondary education

Monitored areas and indicators		Total SSs – 857 59.8 % from the Register		SGSs – 225 59.4 % from the Register		SVSs – 632 57.2 % from the Register	
Students' adaptation	**Areas in which pupils of BSs are well prepared for secondary education (opinion of teachers)**						
	Communication	377	44.0	125	55.6	252	39.9
	Basic orientation in life situations	278	32.4	91	40.4	187	29.6
	Independence	223	26.0	64	28.4	159	25.2
	Areas in which students of 1st grades of SSs have most frequent problems (opinion of teachers)						
	Insufficient knowledge from BSs	636	74.21	139	61.8	497	78.6
	Home preparation	512	59.74	110	48.9	402	63.6
	Lack of independence	369	43.06	95	42.2	274	43.4
	Discipline	338	39.44	41	18.2	297	47.0
	General social awareness	312	36.41	73	32.4	239	37.8
	Home environment	255	29.75	47	20.9	208	32.9

The lack of independence of students along with insufficient home preparation was evaluated negatively. High criticism of the knowledge of students coming from BSs quite often related to the lack of teachers' knowledge of FEP, as many teachers of SSs had not learned what outcomes of the previous level of education should be expected. What is interesting is the high share of students who, in teachers' opinion, had problems at home. However, this opinion was completely different from the share of students recorded in the relevant registers. But the opinion corresponded with findings on the school results of students in the Czech language, mathematics and foreign languages. The following overview contains the results of students in the above subjects and the share of unsucce ful students with SEN.

Table 54 Success rate of students of 1st grades of secondary schools

	Monitored areas and indicators	Total SSs – 857 59.8 % from the Register		SGSs – 225 59.4 % from the Register		SVSs – 632 57.2 % from the Register	
School results	Number of students who failed the Czech language in the 1st grade	2,032	2.4	86	0.7	1,946	2.6
	of whom students with SEN	141	6.9	4	4.7	137	7.0
	Number of students who failed mathematics in the 1st grade	3,203	3.7	160	1.3	3,043	4.1
	of whom students with SEN	224	7.0	7	4.4	217	7.1
	Number of students who failed a foreign language in the 1st grade	2,201	2.6	77	0.6	2,124	2.9
	of whom students with SEN	144	6.5	5	6.5	139	6.5

The fact that students with SEN were less successful than other groups of students is negative but it confirmed the assumption that support for such students was not sufficiently effective. The hypothesis that students encountered the largest problems in mathematics was also confirmed.

Reform of the School-leaving Examination

The CSI monitored the **preparedness for the school-leaving examination** in a sample of 902 schools. These schools were complemented by schools chosen at the request of the Centre. They were mainly schools which had not been monitored during a mock school-leaving examination taken in 2010 and also schools that had signalled some problems. 66 schools (7.3 % of the total number of schools monitored) exhibited shortcomings which, in the case of a "real" school-leaving examination, could mean security risks which could endanger the course of the examination and could cast doubts on the results of examinations. The CSI monitored the preparedness of such schools systematically and the shortcomings detected were resolved together with head teachers and with the Centre.

Well-functioning cooperation and the adoption of effective measures to ensure public checks carried out by the CSI prevented schools from registering students of 2nd grades for the school leaving examination being prepared. Further it was possible to exclude security risks in case a safe box containing testing materials and instructions was opened too early. The CSI provided the MEYS with information about their findings and published detailed results on the web pages.

When **monitoring the preparedness of schools** for the new school-leaving examination in 2011, the CSI found, in particular, the following:

- **risks in staffing** – in 32 schools a school-leaving examination commissioner was not duly trained; assessors of 17 schools were not trained and in nine schools teachers authorised to distribute and collect examination tests were not trained whilst 108 schools had not appointed substitutes for the positions necessary to cover school-leaving examinations in 2011;
- **financial risks** – increased demands on administration;
- **communication risks** – some schools drew attention to the problems that occurred in communication with the Centre; materials and information were considered to be chaotic and voluminous; essential information was forwarded just before the examination itself.

The CSI positively evaluated the highly responsible approach of head teachers towards organisation of the school-leaving examination (98 % of schools), which consisted of sending teachers to participate in training courses held by the Centre, but also of internal training of teachers, in giving clear, binding instructions concerning the organisation of the school-leaving examination and in the demonstrable provision of information to students about the organisation of the school-leaving examination.

The course of **the school-leaving examination** was **supervised by the CSI** in 88 secondary schools. Among these there were schools chosen by the CSI as being risky on the basis of the results of previous monitoring of their preparedness, but also schools marked as being risky by the Centre, and finally schools included at the requests of founders and the MEYS. Further there were some schools which were organising the school-leaving examination for the first time along with schools which had not encountered any problems relating to the preparation of the school-leaving examination. Schools were equally represented according to their types (secondary general schools, secondary technical schools, secondary vocational schools, conservatoires), according to the forms of education, according to their founders (regional, private and church schools) and also according to the number of students who were to take the school leaving examination (schools with up to ten potential school leavers, but also schools with more than 300 students who were to sit the school-leaving examination).

The findings of the CSI correspond with the summary results of the Centre, indicating that 19.5 % of daily students failed. As regards other than daily forms of education then 31.5 % of students failed. An extreme case was observed by the CSI in one secondary vocational school, where 43.7 % of students failed the oral examination. Students of some artistic fields of education also had problems and the CSI recorded a failure amounting to 70 %. Moreover, 30 % of students of distance learning failed.

Approximately 23,700 students filed an application for participation in the school-leaving examination; however, about one fifth of them did not sit it.

School-leaving examinations in the autumn examination period of 2011 were organised for students who had to resit the examination or decided to take the examination on the substitute date.

Instructional (standardised) tests and school-leaving essays were taken by students in 198 schools pursuant to Sec. 78a (4) of the Education Act for taking a ubstitution examination or a repeat examination.

The CSI supervised the course of the school-leaving examinations from 9th to 21st September 2011 in 73 schools. Supervision also continued during oral examinations of the common part of the school leaving examination and during the school-based component of examinations in selected schools also monitored in the spring examination period in 2011.

School inspectors concentrated mainly on how the rights of students are safeguarded in the course of school-leaving examinations, but also on the organisation and the overall running of school-leaving examinations. They also monitored how the schedule of the school-leaving examination is met, whether there were any security, staffing or material risks or whether there were problems with the implementation of the school-leaving examination and areas in which schools could be overloaded during the school-leaving examination.

Positive Findings

- During school-leaving examinations **school inspectors did not record any breaches of students' rights**.
- **Inspectors recorded improvements in the organisation of school-leaving examinations** when they compared them with the mock examination held in 2010 and with the period of monitoring of the preparedness for the school-leaving examination. Monitoring confirmed a **qualitative shift in the organisation of school-leaving examinations** resulting from the professional approach of head teachers and members of school-leaving examination boards.
- Besides one case which was pointed out by the Centre (early opening of a safe box) **no signals of breaches of security of school-leaving examinations** were reported. The CSI found, by means of an on-the-spot-check in the school in question, that the specified safe box was opened early but the jackets of testing materials were not damaged. The distribution of tests and instructions, including their safe deposit, was without any problems in the autumn examination period.
- **Logistics provided by the Centre were functional** and there were no problems with the technology used.
- **Staffing risks** recorded during the monitoring of preparedness **were not confirmed.** All schools provided well trained staff to cover relevant positions (a school-leaving examination commissionaire, assessors and teachers authorised to distribute and collect tests and instructions); members of school-leaving examination boards were duly appointed and present on the days when the school-leaving examination took place. At the request of the MEYS the CSI trained 43 inspectors to be able to perform the responsibilities of school-leaving examination commissionaires in case some problems occurred. These reserves of personnel were prepared but never used.
- **The organisation of examinations** was without visible problems and the standardised (unified) examination scheme was respected. Organisational problems were, thanks to the helpfulness of school managements and **good communication with the Centre,** operatively solved and therefore they could not substantially affect the course of examinations.

Negative Findings

- **Concerns of** 55 % of head teachers **regarding the growth in the administrative burden and costs of the school-leaving examination were confirmed.** The CSI in cooperation with the management of the monitored schools, strove to detect, *inter alia*, the costs for the training of teachers so that schools could organise the school-leaving examination (including travel expenses), travel expenses for direct organisation of the school-leaving examination (employees, school-leaving examination commissionaires and so forth), costs for the remuneration of chairpersons of school-leaving examination boards, costs determined for the rewards of assessors, costs relating to the printing of documents and some other costs. By evaluating the financial costs of school-leaving examinations in these schools the CSI found that the growth in costs per student taking the school-leaving examination in the spring examination period was **CZK 745.** The calculation was made on the basis of **an informed guess by school managements** and on the basis of comparisons of costs incurred in the school year 2009/2010. Of this amount the costs relating to administration alone were almost CZK 200 per student. In the autumn examination period the **average increase in costs per student** was CZK **412**.
- **Complexity of detailed assessment of oral examinations in a foreign language** (disproportionate when compared with the assessment of the Czech language) – results were evaluated under time pressure and there was a risk that an error could be made (findings and comments from 24 schools).
- The disproportionate **length of examinations** (two months had elapsed from the beginning of practical examinations till the announcement of results) affected stress arising from uncertainty and the waiting time for results clashed with the dates of enrolment proceedings for tertiary education. Students in 28 % of schools monitored perceived this phenomenon as the main deficiency of school-leaving examinations.
- **The high number of requests for reviewing the course and results of school-leaving examinations**. More than 1,000 requests for reviewing the course and results of examinations were delivered to regional authorities and some others were forwarded to the MEYS and the Centre. In previous years the number of such requests was less than 100. The CSI, in compliance with Sec. 82 of the Education Act, cooperated with regions when assessing such requests.
- In the autumn examination period **regular teaching was more disturbed** in so called catchment area schools – head teachers operatively provided days off for students, organised excursions and assigned teachers to cover lessons (for the first time head teachers found themselves in the role of the head teachers of catchment area schools).
- In autumn in contrast with the spring examination period the cases of a **less responsible approach of teachers authorised to distribute and collect tests as well as of school-leaving examination commissionaires was recorded** – inaccurate interpretation of instructions, not respecting the seating plan, inconsistent checks of numbers of sheets handed over between the school-leaving commissionaire and the teacher authorised to distribute and collect tests.

- In the autumn examination period there were **problems with the organisation of examinations** (placing three examinations in one classroom at the same time, non-corresponding numbers of classrooms, not enough classrooms, dates of examinations displayed on the data digitalised portal did not correspond with a single schedule and there were errors in the lists of students).
- In the autumn examination period there were also technical problems concerning the digitalisation of documents and the quality of some printed hard copies of examination tests was quite low.
- **Insufficient cooperation of "home"** schools with schools designated by the Centre for holding examinations, in particular, in the case of conditions conceded to some students and adapted to their needs when sitting the school-leaving examination. To this end some schools attempted to get necessary aids at the last minute.
- Some schools designated by the Centre to hold the examinations had **problems with providing assessors** (for example in the case of the Spanish language).
- Problems also occurred with respect **to some equipment and aids** necessary for taking examinations in the autumn examination period – schools lacked the required numbers of dictionaries, mathematical and periodic tables, calculators and spelling rules. In one case the school did not have a barrier-free access for students who had a right to the conditions adapted to their needs when sitting the school-leaving examination.
- Cases of students who were not **able to prove their identity** (the loss or theft of an ID card, an invalid passport) **in a school designated by the Centre** were reported. Such cases were operatively solved in cooperation with the officials from the Centre or the management of "home" schools (for example arrival of the relevant deputy head teacher to identify the student).

Reform of the Final Examination (zaverecna zkouska)

In the fields of education completed by an apprenticeship certificate reform of the examination, which must be passed in order to accomplish the studies, was carried out. The examination is specified as the uniform assignment of tasks (a common standardised component) to be completed within the relevant field of education. Reform was carried out within the Education for Competitiveness Operational Programme and implemented by the National Institute of Technical and Vocational Education (later renamed the National Institute for Education, School Advisory Centres and Facilities for Further Education of Teachers). This reform covered several fields of education.

In the school year 2010/2011 uniform assignments of tasks were implemented in 407 schools with a total of 1,625 fields of education. The examination according to the uniform assignment of tasks was taken by 22,724 students. Of this number, 76 % of schools were included in the education category H, where the exam was sat by 21,491 students, and 28 % of schools were included in the education category E where the examination was taken by 1,233 students.

The National Institute of Technical and Vocational Education was responsible for preparing a new type of examination and information provided to schools

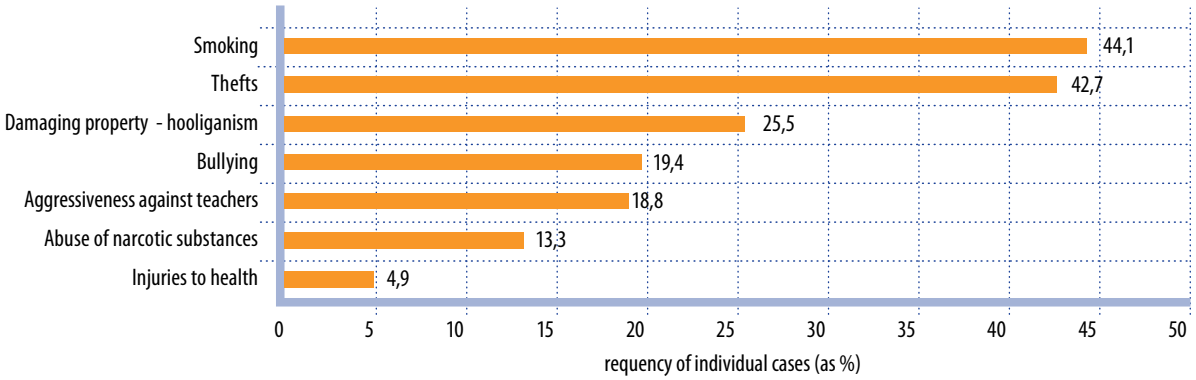
was at a high level as more than 90 % of the participating schools expressed their positive opinion on the uniform examination. According to the data provided by the IIE only quite a small number of schools (12 %) decided to include a "school-specific part of the examination" in the uniform examination. According to uniform assignments of tasks 87 % of schools organised a practical examination and 96 % of schools also implemented an oral examination. Independent professional work was examined in some selected fields of education. It is positive that 93 % of schools provided an expert practising the given occupation.

III. Preventive and Innovative Programmes in Secondary Education

Preventive Programmes in Secondary Education

In the school year 2010/2011 the CSI strove to find cases of risky behaviour being resolved by secondary schools. Comprehensive and coordinated systems were very rare in schools. In a number of schools their Rules of Order did not encompass preventive measures but they did list disciplinary measures to be taken when obligations were breached by students. A specific problem pertaining to secondary schools is how to differentiate the rights and obligations of the group of students who reach adulthood. Schools, students and parents often do not realise what rights and obligations are brought about by this change. The following bar chart describes the results of surveys carried out in schools.

Chart 7 Cases of risky behaviour solved in secondary schools



The above stated data demonstrated the persistent low effectiveness of the prevention of smoking and prevention of thefts in secondary schools.

Educational consultancy is predominantly provided internally; 76.8 % of schools appointed an educational advisor, while a psychologist was available in only 14.6 % of SSs. Secondary schools used the external services of pedagogical and psychological centres, which, in the school year 2010/2011, provided services to 1,230 clients from SSs. However, the number of expert opinions issued necessary for recognition of special conditions when taking the school leaving examination increased considerably.

OHS Prevention, Development of Education towards Health

The activities aimed at education towards health were at the lowest level among all segments in the observed classes of the secondary schools visited. In three quarters of schools care for health is incorporated as a topic taught within other

school subjects. Only exceptionally is this topic included as a separate subject or module. The latter practice was apparent in the schools visited in such fields of education as Health System and/or Pedagogy, Teaching and Social Care. The required cross-subject topics (in the secondary vocational schools mainly Citizens in Democratic Society, Humans and the Environment and Humans and the World of Work) were demonstrably included in class instruction in the vast majority of schools, but there were some doubts about the real incorporation of such topics in the instruction in approximately one fifth of schools.

Table 55 Occurrence of activities supporting education towards health (data as %)

Monitored activities	Secondary schools	
	Total	of which SGSs
Activities relating to OHS	23.7	8.1
Development of motor skills	7.9	6.8
Support for a healthy lifestyle	24.9	33.8

The CSI adversely evaluated mainly the provision of education aimed at the development of motor skills. SSs focused rather on the issue of OHS and the provision of protective aids and clothes to students participating in practical training.

School Injuries in Secondary Schools

The CSI registered in total 12,839 injures in SSs and their share of all school injuries was 27.4 %. The index of school injuries (the number of injuries per 100 students) was 2.39, which means that the figure is higher when it is compared to that of the previous school year. Most often extremities were injured (arms – 47 %, legs – 35 %); almost 60 % of injuries happened in gymnasiums. Such findings relate, apart from other things, to the low level of support for education towards health in secondary schools.

Innovations in Secondary Education

The main changes occurring in secondary education in compliance with the 2007 Long-term Policy Objectives were a newly published FEP SVE and follow up creation of school education programmes. As regards secondary education the CSI monitored the support for the development of functional literacy. In doing so the CSI focused on innovation of the content, forms, methods and adaptation of the organisation of teaching according to the needs and competences of students and concentrated also on the involvement of schools in development projects. In general, the CSI evaluated the support for functional literacy as being at the required level in 86 % of the visited schools while risks were ascertained in about 14 % of SSs.

Organisation of Teaching, Evaluation and Motivation

Application of the monitored organisational and motivating activities aimed at supporting the development of functional literacy were in general more frequent and more variable in SSs than in BSs. This was seen mainly in the relation between social literacy and the area of foreign languages, where more frequent activities supporting multicultural education were observed.

As regards the organisational and motivating activities monitored, the activities in the sequence below were predominantly carried out to support the development of functional literacy:

- leading students to **search for relations** between areas of education (a positive influence of searching for and using information, in addition to **the area of reading literacy *information was found in other sources and not as a result of work with a text*;** however, the overall effectiveness can be decreased by indications showing that work with formulae and symbols used for the development of mathematical literacy is omitted in areas other than mathematical literacy);
- **differentiated tasks and requirements** according to the abilities and skills of students (of which mostly in the area of social literacy);
- regular **assessment of students** and lessons learnt from mistakes made (mostly social literacy, especially support for positive self-perception).

Forms of Teaching and Other Indicators

- **Independent work of students and individualised teaching** dominated within the effective support for the development of functional literacy. Group (cooperative) instruction was used mainly in the area of education towards health. Application of cross-subject links along with the provision of opportunities to students with SEN by taking into account their needs considerably contributed to the effectiveness of the development of functional literacy.
- The impact of **frontal teaching,** still frequently applied, on the effectiveness of support for the development of functional literacy as well as on the creation of a more favourable climate was substantially lower than the influence of other forms of teaching used and, in general, it was more or less negligible.
- Well-thought out utilisation of **cross-curricular topics** was a significant factor in the effectiveness of support for the development of functional literacy. However, in approximately **one fifth** of schools with fields of SVE completed by the final examination it is limited by deficiencies found in this section of SEP (in particular development of the educational content of the given topics).
- **Correctness of the content** of topics taught is a logical factor of the effectiveness of support for the development of functional literacy and it was almost one hundred percent in all teaching units (lessons) (to be precise, 97.4 %; it was only insignificantly higher in SVE completed with the school-leaving examination – 97.8 % and it was the lowest in SVE completed with the final examination – 96.2 %, mainly due to some deficiencies in the content concerning the work with formulae and symbols in the area of mathematical literacy).

Methods of Teaching

Activating and comprehensive methods unequivocally dominated within the effective support of the development of functional literacy, mainly of social literacy (especially support for positive self-perception and students' creativity). With the exception of the area of foreign languages, **illustrative demonstration methods**, primarily experimenting, manipulation with objects and intentional observation, also substantially contributed to the development of functional literacy. As regards education towards health, methods oriented towards practical skills were used. Communication with students aiming at open discussions relating to the given topic, which covered more than a narrowly defined topic of one subject, was used for the development of all types of functional literacy except for mathematical literacy.

Work with texts, in particular search for and work with information encompassed in textbooks and other professional/technical texts, logically mostly contributed to the development of reading literacy but also supported the area of foreign languages in general. In other areas information is searched for in other sources, primarily from the Internet. However, the work with texts must be considered as a natural part of such activities.

The methods used (with the exception of practical methods aimed at the development of skills) usually lack, in **subjects other than mathematics,** more didactical elements and activities used in the area of mathematical literacy. This fact relates mainly to the teaching of foreign languages, reading literacy, social literacy and also to work with models in fine arts, which is quite surprising. The situation in the areas of natural science literacy, ICT, technical/vocational subjects and practical training is slightly better.

Development of Information Literacy

In the lessons observed the CSI monitored how ICT is used in different education fields completed by the school-leaving examination and in the fields completed by an apprenticeship certificate as an integral part of the development of key types of functional literacy. The overview below presents results of class observations:

Table 56 Utilisation of ICT in teaching in SSs – fields completed by the school-leaving examination

Methods of utilisation	Czech language	Foreign languages	Mathematics	ICT	Natural sciences	Social sciences	Educational subjects	Technical subjects and practical training	Total
ICT was not used	72.1	85.1	83.4	2.2	59.1	71.6	89.6	59.2	67.3
Simple presentation of topics to be taught using ICT	23.0	10.3	13.1	10.9	29.7	23.4	9.0	22.1	19.1
Use of specialised SW applications without direct use by students	2.4	1.1	3.1	6.6	7.9	0.3	1.5	3.4	3.1
Use of specialised SW applications + direct use of ICT by some students	1.4	1.3	0.3	4.4	1.8	3.3	-	3.4	2.2
Use of specialised SW applications + direct use of ICT by all students	1.0	2.3	-	75.9	1.4	1.3	-	11.8	8.3

In the fields completed by the school-leaving examination the share of lessons in which teachers used ICT was 32.7 % and activities of students were found in only 10.5 % of lessons. Support for information literacy is concentrated in ICT as a subject where the share of involved students was 81.3 % of lessons. Greater involvement of ICT was seen in technical subjects and natural sciences.

Table 57 Utilisation of ICT in teaching in SSs – fields without the school-leaving examination

Methods of utilisation	Czech language	Foreign languages	Mathematics	ICT	Natural sciences	Social sciences	Educational subjects	Technical subjects and practical training	Total
ICT was not used	73.0	86.2	77.6	2.4	61.4	80.0	96.0	77.8	73.9
Simple presentation of topics to be taught using ICT	23.6	5.7	12.9	2.4	32.5	20.0	4.0	17.8	17.1
Use of specialised SW applications without direct use by students	3.4	6.9	4.7	4.8	4.8	-	-	2.1	3.1
Use of specialised SW applications + direct use of ICT by some students	-	-	4.7	2.4	1.2	-	-	1.1	1.2
Use of specialised SW applications + direct use of ICT by all students	-	1.1	-	88.1	-	-	-	1.3	4.7

With regard to the fields completed by an apprenticeship certificate utilisation

of ICT in lessons was at quite a low level. Similarly, as in the fields completed by the school-leaving examination, students were mostly engaged in using ICT in specialised ICT subjects (83.5 %), but teachers used ICT more often for simple presentations. The hypothesis that ICT is less used by older teachers, i.e. teachers over 60 years, was confirmed. Almost 80 % of them did not use ICT in their lessons.

Development of Social Literacy in Secondary Education

Within its programme cycle the CSI focused on the priority of the Plan of Principal Assignments of the CSI in the School Year 2010/2011", namely thematic inspections of the support for the development of social literacy in the context of the social competences defined in the European Qualifications Framework for Lifelong Learning. The CSI aimed at secondary schools mainly on the incorporation of social science subjects in education and on the method of support for the development of social literacy in instruction in such subjects.

The secondary schools visited incorporated social sciences in their school education programmes in a manner corresponding to the relevant FEP. 40 % of schools strengthened the minimal compulsory allotment of hours to social science subjects by available lessons allotted for work chosen at the discretion of the school where the average use of available lessons for social sciences included in the curriculum for the given educational field was two hours a week. 37 % of schools offered at least one optional subject concerning the social science area while 18 % of schools offered at least one subject as non-compulsory. The specific focus of these subjects reflected the core focus of the relevant educational field and usability of outcomes in practice.

86.4 % of teachers teaching in the fields of secondary education completed by the school-leaving examination were qualified, while teachers of those fields which were not completed by the school-leaving examination displayed lower professional qualifications (72.9 %). Professional specialisation of pedagogical staff was low. The share of history lessons taught by a fully qualified teacher reached 66 %, but it is declining with respect to other social science subjects to 59 % of lessons. Risks of a decreased rate of correctness of facts were minimised by schools through the further education of teachers. In the course of the past school year on average 0.5 % of teachers participated in the further education of teachers aimed at history and on average 2.5 % of teachers attended courses of other social sciences.

The following overview summarises the results of findings gathered through class observations.

Table 58 Assessment of the establishment of skills of secondary school students in subjects incorporated in FEP in the social science area (share of occurrence in %)

Monitored indicators	History	Civic education	Other social science subject
Democratic environment, mutual communication, interest in instruction	81.0	90.5	89.2
Differentiated tasks and requirements according to the abilities and competences of students	47.3	54.4	48.6
Content correctness	96.8	97.4	99.1
Explanation of unknown terms and foreign words	66.2	70.0	75.6
Links to practice and life situations	57.0	93.0	93.8
Out-of-school events, trips and excursions	36.0	13.8	20.2
Search for relations with other subjects	57.1	71.3	75.9
Support of aesthetic perception, emotions and experiencing	48.7	64.1	60.6
Support of positive self-perception	57.0	77.8	77.9
Development of students' creativity, emotions and taste	29.3	45.1	52.5
Support for a healthy lifestyle	6.2	25.9	26.8
Activities to support multicultural education	27.3	25.3	23.8
Becoming familiar with local culture	40.5	34.8	34.0
Support for students with SEN	35.1	35.0	38.2
Opportunities for gifted and talented students	18.7	12.5	20.0

The above published data showed that teachers concentrated mainly on content correctness; they require a range of social competences automatically due to the age of students, however they still used follow up disciplinary measures, even more than before.

As regards the teaching of fields completed by the school-leaving examination, a high rate of links to practice and life situations is typical (80.3 % of monitored lessons). Nevertheless searching for relations with other subjects is surprisingly low (37.3 %). Content correctness is at a high level (98.3 %), which corresponds with other subjects. When the area of secondary vocational education is compared with other educational areas SVE provides more space for activities supporting multicultural education (23.5 %) and the explanation of unknown terms and foreign words has a positive effect on the speech competence of students (72.5 %). Class instruction is used for work aimed at searching for information (53.5 %) and its further use (56.3 %). In 30 % of observed lessons teachers used ICT, in particular for simple presentations of topics to be taught. Among teaching methods mainly lectures of teachers are used (96.3 %), dialogue (73.5 %) and work with a text (62.0 %).

Instruction in fields which are not completed by the school-leaving examination is even more considerably related to practice (95.9 % of the monitored lessons) and unlike fields completed by the school-leaving examination links to other subjects are taken into account more (70.0 %). The correctness of the content is very good; contribution to the area of multicultural education (34.1 %) and ex-

planation of unknown terms and foreign words (61.5 %) is beneficial. A similar method is used for work of students with sources (60 %) and usage of information found (57.8 %). ICT was used in 20 % of the observed lessons, but only for presentation of the topic being taught. Among teaching methods teachers most frequently used a lecture (94 %), dialogue (92 %) and activating methods (58 %).

Schools actively include projects by means of which they further support social science education. This form of project was implemented in 70 % of the schools visited. All the visited schools were engaged in some form of external partnerships in order to enrich the teaching of social science subjects and to develop the social literacy of students. The most frequent partners of schools appeared to be cultural institutions, municipalities, regions, micro-regions and companies. In 40 % of the schools visited students participated in contests relating to the individual school subjects and in the "Olympics". One third of teachers of social sciences (34 %) stated that they had opportunities to become familiar with the practice of international education systems abroad, most often by means of visits to foreign schools or fellowships.

Positive Trends

- The share of teachers of secondary technical schools and secondary vocational schools who participated in the development of SEPs was on the rise.
- The quality of incorporation of cross-curricular topics in SEPs has improved and such topics are actively taught in the majority of schools.
- Utilisation of sources through implementation of projects with a social science focus; active usage of external partners.

Risks

- A very low rate of fully qualified teachers teaching social science subjects.
- Limited access of teachers to professional development by means of using examples of good practice from other schools. Exchanges of information between teachers in one school do not work.
- When secondary education is compared with basic education, the emphasis on the development of social literacy of students is declining in secondary education.

Development of Natural Science Literacy

Within its programme cycle and according to the Plan of Principal Assignments, the priority of the school year reviewed was the development of natural science literacy in the context of the key competences defined in the European Qualifications Framework for Lifelong Learning and the Lisbon Strategy as well as in the current national and European strategic priorities.

The secondary schools visited by inspectors incorporated natural sciences in their school education programmes in an appropriate manner. However, about one fifth of programmes had gaps in the inclusion of expected outcomes for this educational area in accordance with relevant FEPs. What is interesting about SEPs it is a definition of cross-subject relations for this educational area because schools, with only several exceptions, incorporated such relations in their SEPs.

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

used and lessons had a logical structure and were intelligible. What should be improved are opportunities for students to independently suggest steps leading to problem solving and allow students, to a larger extent, to use their own opinions and experience (development of competences necessary for problem solving). Methods through which it is possible to lead students to apply findings and procedures to typical life situations (i.e. connecting theory and practice) are at a lower level than those used in basic education. According to inspectors' observations class teaching is characterised by a lower level of activities of students but 70 % of the classes observed did also include practical activities. With regard to the methods and forms of teaching a considerable decline in their variety was seen; utilisation of diversified methods, with the exception of teachers' lectures, fell and frontal teaching dominated much more than in basic education.

Sufficient and modern equipment as well as aids for the teaching of natural sciences are not a commonplace in secondary schools. Less than one quarter of schools are well equipped and their equipment has been modernised recently; the equipment of about half of schools can be described as being sufficient, though obsolete; one quarter of schools are coping with a lack of equipment (mainly in the area of aids used for illustrative teaching and aids for students' experiments). Purchases of aids in recent years could be described as being insufficient; some schools have not bought any aids. No significant investment of this type was recorded in the schools visited. Minimally there is one technical classroom for teaching natural sciences in 80 % of secondary schools, most often these are classrooms for teaching chemistry, but also for physics and sometimes there is a combined classroom for teaching more natural science subjects. ICT is most frequently used in natural sciences, in particular for simple presentations of topics being taught (approximately 30 % of the monitored lessons).

The majority of schools implement projects or experimental verification involving natural science topics in order to complement the teaching of practical activities and to connect class instruction with the real world. Approximately 70 % of schools strive to enliven teaching by cooperation with external partners. In contrast with basic schools, higher education institutions and companies are also involved in cooperation; frequent partners are environmental centres, environmental movements and associations as well as other secondary and basic schools. More than half of schools encourage students to participate in "Olympics" and contests concerning natural science subjects, thus stimulating the interest of students in natural sciences. Schools also provide opportunities for talented students.

Positive Findings

- A higher degree of involvement of schools in project implementation and in cooperation with external partners supports links between class instruction and practice and enriches the topics taught.
- Usage of technical terminology and symbols, a logical structure and intelligibility of lessons, emphasis put on repetition and the strengthening of topics taught, well arranged lessons in terms of time distribution (natural science terms are used according to the definition of OECD/PISA).
- Relatively frequent utilisation of ICT to liven up instruction in the form of presentations of topics.
- A high degree of participation of pedagogical staff in the further education of teachers.

Risks

- Mathematics was only little connected with natural science subjects, vocational technical subjects and practical training, which is negative.
- Gaps in inclusion of expected outcomes of the area of natural sciences specified in relevant FEPs in school education programmes (one fifth of the monitored SEPs).
- Systems for quality teaching management and educational achievement (self-evaluation) are often not comprehensive in schools.
- Some secondary schools do not have methodological bodies for natural science subjects or such bodies do not function systematically.
- Students are only rarely led to independence when suggesting steps to be used in problem solving or when expressing their opinions and experience for formulating hypotheses (this problem overlaps with the area of natural science procedures according to the definition of OECD/PISA; competences to solve problems).
- Exchanges of information among teachers of one school are not sufficiently used in schools.
- One fifth of lessons of natural sciences in the fields not completed by the school-leaving examination are taught by unqualified teachers.
- When the situation in this area is compared with that in basic schools links to real life situations are weaker and instruction is poor in using diversified methods and forms.
- In some schools there are gaps in possession of teaching aids for students and there is a need to modernise schools' equipment.

Links between educational areas →support for the development of functional literacy and favourable climate

- Activities pertaining to **reading literacy and social literacy** in secondary schools **mutually support each other**, in particular activities leading to the development of aesthetic perception, experiencing and the creativity of students and activities creating opportunities for becoming familiar with local culture.
- Activities leading to the development of reading literacy and foreign languages support not only each other but they significantly support activities stimulating multicultural education.
- More often orientation towards activities pertaining to the area of social literacy is appropriately linked to the motivation of students towards acquiring knowledge and habits of a healthy lifestyle.

IV. School Management and Effective Strategies of Secondary Education

The area of management evaluation and effective strategies included summarised findings on head teachers and the results of an analysis of risks lowering the effectiveness of teaching in relation to the objectives of SEPs. In the past school year some serious risks in school management were detected in 11.6 % of SSs. A year-on-year growth in the number of negative evaluations was connected mainly with deficiencies in the quality of SEP, but the high administrative

burden relating to the school-leaving examination should also be taken into account. A higher proportion of risks and at the same time some above-standard evaluations (11.6 %) pertaining to the "School Management" criterion pointed to substantial differences in the operations of secondary vocational education.

Secondary School Head Teachers

Almost 99 % of head teachers of the schools visited satisfied the requirements for performing the office of a head teacher. In total 89 % of head teachers were appointed on the basis of regular selection interviews. The average age of head teachers was 52.9 years and their teaching experience was on average 26 years, while the length of managerial practice was 11 years. Findings of the CSI showed that changes of head teachers were not very frequent; only 41 selection interviews were held in secondary schools in the past school year.

As many as 51 % of head teachers claimed knowledge of the English language; 48.8 % of head teachers spoke German, 49.2 % Russian, 13.7 % Italian and about 7 % spoke French. Nearly half of head teachers can use a foreign language in an active way and 14.3 % had acquired a recognised language examination certificate.

The level of information literacy of secondary school head teachers was evaluated, at 71 % as advanced, 7.3 % of head teachers had a specialisation in this area and 19 % of head teachers could work as ICT coordinators.

Table 60 Evaluation of the level of managerial skills of secondary school head teachers

Monitored indicators	Frequency of achieving required status (%)		
	2009/2010	2010/2011	Trend
Strategies, SEP, innovation in the content of education	80.8	89.3	+
School management, meeting duties of a head teacher pursuant to the Education Act	90.9	98.3	+
Creation of staffing preconditions, risk assessment	85.5	88.7	+
Implementation of the results of evaluation system evaluation and of assessment of success rate of students	76.8	75.1	-
Development of partnerships	94.5	97.8	+
Active knowledge of English	36.6	50.9	+
Participation in projects	83.1	94.5	+

The CSI evaluated as positive the development of managerial skills, the level of communication in English improved and the share of schools involved in development projects was quite significant. Head teachers' performance during new school-leaving examinations was highly appraised within the indicator aimed at meeting tasks by head teachers. Head teachers should do better especially in the area of self-evaluation systems.

School Climate in Secondary Schools

The satisfaction of teachers in secondary schools was at the lowest level when it is compared with other segments and also when the figures are compared with those of the previous year a considerable shift to worse results in all the monitored indicators was seen. Teachers felt there was an increased risk of ever growing manifestations of aggressiveness among students and the interest in active cooperation for the school environment was declining. Dissatisfaction with the material and technical equipment of schools persists. This school year the CSI primarily visited schools which provide vocational education, so it can be assumed that the situation in these schools is less favourable when it is compared to the situation in secondary general schools. For more detailed information see Part B, Table B 22a.

The interesting fact is that the number of complaints remained almost unchanged when compared with the previous year. Altogether 113 complaints were delivered containing 211 suggestions, of which the share which were justified was 22.3 %. Suggestions most often related to the teaching, school operations, the evaluation of students' results and the staffing of the school.

Development of partnerships has traditionally been at a high level. External experts were largely involved in the final examinations of fields completed by an apprenticeship certificate Head teachers of 95.7 % of the schools visited deal with the opinions and suggestions of student self-government.

V. Support for Pedagogical Staff

Summarised results relating to staffing conditions, school climate, equipment and the management of funds allocated from the state budget were included in the evaluation of support for pedagogical staff.

Staffing Conditions in Secondary Schools

According to the statistical data there was a recalculated number of 37,700 teachers teaching in SSs. The share of unqualified teachers decreased and the nation-wide average of unqualified teachers dropped to 12.7 %. The average salary of teachers fell slightly to CZK 26,324. The average number of students per teacher decreased from 14.6 to 14.1. The organisation of lessons and financial conditions were positively affected by a year-on-year decline in the number of extra lessons taught above the number of lessons assigned to teachers as a standard. The decline was by 13.8 %.

The CSI evaluated staffing conditions as being at the required level in 82 % of the visited schools whilst the share of schools exhibiting serious risks was 17.2 % of all the schools visited.

The share of female teachers in SSs was 62.3 %, and it was the lowest among all the evaluated segments. The average age of secondary school teachers was 45.0 years.

The proportion of teachers who had taught less than three years was 10.9 %. In the lessons observed the youngest teachers, on average, taught at the upper sec-

ondary level of secondary general schools (38.5 years of age; 20.6 % were fresh teachers who had taught less than three years; the average number of teaching years was 13.7). The oldest teachers taught in fields of SVE completed by the final examination (46.6 years of age; 9.0 % of teachers were fresh teachers; the average number of teaching years was 17.2).

The proportion of fully qualified teachers was 80.5 % (which is, according to statistical records, below the republic-wide average). In the school year 2010/2011 the long-term high professional qualifications of teachers of mathematics and the Czech language were confirmed. Qualifications of teachers of foreign languages demonstrably improved, but this positive change was not detected in SVE fields completed by the final examination and, moreover, only 54 % of qualified teachers of foreign languages in this type of school represented the lowest proportion among all the monitored subjects taught at all levels of education. The situation in teaching subjects pertaining to the area of ICT is quite special – these subjects were taught by the youngest teachers who, however, had low qualifications. As in BSs, the proportion of **qualified pedagogical staff** was higher in the groups of teachers ***with longer teaching experience*** and ***older teachers***. The share of teachers who had taught longer than 35 years was 5.5 %. These teachers prove a higher level of knowledge and skills relating to SEP, but their competences in the area of ICT and its use in practice are not so good.

The wider variety of forms and methods used in class instruction, organisational and motivating activities, creation of opportunities and support for the development of functional literacy relate mainly to **the higher level of knowledge and skills of teachers concerning SEP and ICT, which is more typical of the group of qualified teachers**. A positive influence of their professional qualities is mostly seen in their using activating methods and cross-subject relations. These are the teachers who provide students with more opportunities for experimenting. A lower activity, little originality and more or less deep-rooted stereotypes were observed mainly in the lessons taught by the **oldest unqualified** teachers.

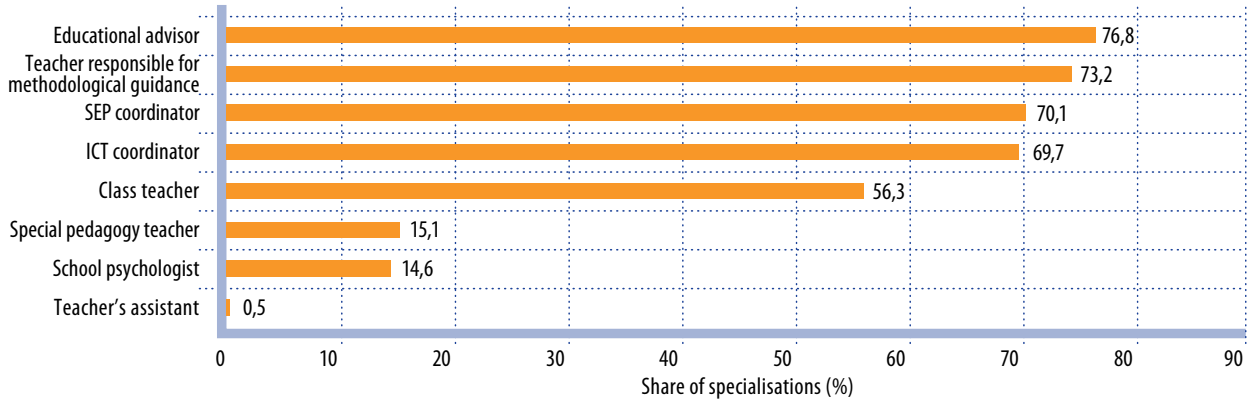
The average length of teaching experience was 16.9 years. Teachers of mathematics, the Czech language and social sciences were the most experienced teachers when the length of their teaching experience is considered. With the exception of the SVE fields completed by the final examination, teachers of ICT exhibited the lowest teaching experience.

The language knowledge of teachers was the best at the upper-secondary level of six- and eight-year secondary general schools, where active knowledge of English especially can be observed (57.4 %) and there was no single case of a teacher who could not speak any foreign language. There is a rather adverse situation in the SVE fields completed by the final examination, where only 23.3 % of teachers demonstrated an active knowledge of English and 12 % of teachers did not use any foreign language. Active knowledge of English or any other foreign language has generally been on the rise.

The proportion of teachers with a specialisation (39 %) has increased as a consequence of the higher interest of teachers in extending their qualifications and their greater involvement in different forms of further education of teachers.

Availability of Experts in Secondary Schools

Chart 8 Proportions of teachers' specialisations in the secondary schools visited



The higher level of ICT knowledge and skills of teachers positively affects in particular the frequency of using ICT and new scientific and technological findings in the course of class teaching. Teachers more often apply didactic elements supporting the development of mathematical literacy. However, these teachers used options brought about by mutual communication with students through dialogues relating to the topics taught slightly less and inspectors observed a lower activity directed to the support for the development of multicultural education, aesthetic perception and experiencing and the area of OHS.

Further Education of Secondary School Teachers

Involvement of secondary school teachers in further education was at a high level. This was affected by the size of schools as large schools had more opportunities to cover absent teachers. The proportion of schools which enabled their teachers to study in higher education institutions (colleges and universities) was 68.9 %. There was higher participation of teachers in secondary general schools (75 %). As regards other forms of further education of teachers (training courses and seminars) the share of schools was 67.2 % and again the interest in secondary general schools prevailed (87.5 %). The following table shows an overview of participation in both forms according to the content of further education.

Table 61 Further education of teachers – under Sec. 1 of Decree 317/2005 Coll. (data as %)

Forms of further education of teachers	SSs	SGSs	SVE
To satisfy qualification requirements	6.0	2.3	6.6
To satisfy further qualification requirements– ICT	0.9	2.3	0.7
To attain further qualification requirements– prevention of socio-pathological phenomena	0.4	0.5	0.4
To extend professional qualifications	10.1	22.3	7.6

The highest participation of teachers was observed in training courses and seminars relating to reform of the school-leaving examination and final examination and in courses aimed at the enhancement of ICT competences.

Table 62 Further education of teachers (FET) – according to topics of courses and seminars (data as %)

Forms of further education of teachers	SSs	SGSs	SVE
FET to perform managerial positions	1.8	3.2	1.5
FET concerning assessment of students and school self-evaluation	7.7	3.2	8.7
FET concerning special pedagogy	0.9	0.0	0.8
FET to extend teacher's competences in pedagogical and psychological work	8.6	3.6	9.5
FET concerning curricular reform of FEP and SEP	10.9	20.9	8.8
FET concerning ICT utilisation	17.7	49.1	11.4
FET – foreign language	8.6	20.5	5.9
FET concerning reforms of the school-leaving examination and final examination	27.5	59.5	21.2

The content of the further education of teachers appropriately focused on the support for reforms implemented in secondary education.

Material Prerequisites of Secondary Schools

Material prerequisites corresponded with requirements in 93.4 % of the SSs visited. Secondary schools also provided other **school services** for their students with the most usual being dormitories and boarding schools (70 % of SSs), school canteens (approximately 62 % of SSs) and after school clubs (35 % of SSs).

Implemented **investment projects** were most frequently aimed at buildings (31 %), technical classrooms (30 %), school playgrounds (29 %), barrier-free access (27 %), laboratories (27 %), ICT modernisation (23 %), workshops/workplaces for practical training (8 %) and gymnasiums (5 %).

In their follow up inspections in schools displaying a higher rate of school injuries the CSI strove to find what the conditions were and how safe school premises were. The following overview demonstrates the results of such follow up checks conducted in 50 schools.

Table 63 Selected indicators of safe secondary school premises

Monitored indicators – facilities with detected faults	Occurrence in %
Classrooms	16.0
Sanitary rooms and cloakrooms	10.0
Prohibition of smoking	10.0
Gymnasiums	4.0
Playgrounds and other spaces for games	2.0

The data presented above demonstrated the correct focus of investment projects because the majority of schools endeavoured to provide safe and healthy conditions for their students.

However, the low number of schools with a **barrier free access** was a negative finding since such an access had been built in only 27 % of SSs.

ICT Equipment

According to statistical data in the school year 2010/2011 secondary schools recorded altogether 99,663 computers, of which 97 % were connected to the Internet. The republic-wide average of teachers who use computers when teaching was 70 % and 23 % of the schools visited implemented projects aimed at the modernisation and regeneration of ICT equipment.

Financial Prerequisites of Secondary Schools

The adverse development of economic conditions caused by the impacts of restrictions of the state budget also affected the economic conditions in the schools visited.

An analysis of financial management highlighted changes in the structure of expenditure in the monitored indicators. If available figures are compared to those of the previous year, the subsidy per student dropped by 5.5 %. The share of costs of personnel was 80.2 %, the proportion of expenditure used on textbooks and teaching aids saw a decline to 1.4 %, and the share of funds used for the further education of teachers remained unchanged and was 0.2 % of the total funds allocated from the state budget. Other resources per performance unit increased slightly (CZK 18,622 per student) and the same applies to the average salary of teachers (CZK 25,503 which accounts for a year-on-year growth of 7.8 %).

Table 64 Evaluation of financial prerequisites in the visited secondary schools

Monitored indicators	2009 – 154 SSs	2010 – 208 SSs	Trend
Capacity utilisation	0.682	0.674	-
Non-investment expenditure (NIE) per student	67,380	65,037	-
Share of the state budget allocated to NIE per student	49,085	46,415	-
of which: basic subsidy	was not reviewed	44,750	
MEYS development programmes	was not reviewed	1,665	
Regional subsidies per student	was not reviewed	8,620	
Average salary of a teacher in publicly funded schools	23,665	25,503	+
Including tariff	22,281	23,763	+
Sliding salary components per teacher	6,346	3,270	-
Average salary of a teacher in private schools	24,471	25,482	+
Average salary of a teacher in church schools	24,978	25,155	+
Extra hours above standard teaching hours	65,994	56,071	-
Extra hours per teacher	10.18	6.91	-
FET per teacher	953	472	-
FET per student	was not reviewed	59	
IT per student	was not reviewed	465	
ESF projects per student	was not reviewed	270	

The growth in the average pay which was granted partially at the expense of other than tariff components of salaries and by means of a decrease in the number of extra teaching hours is a positive finding. Secondary schools made use of options to complement their financial resources by funds provided through ESF

projects. On the other hand, the utilisation of school capacities dropped and per capita expenditure fell as well, which is negative. Rewards of teachers paid for their innovative activities in relation to reforms in compliance with the 2007 Long-term Policy Objectives are questionable.

Implementation of the new form of the school-leaving examination led to increased costs of schools (up to CZK 745 per student). When this amount was compared with amounts allocated for the further education of teachers and funding for purchases of ICT equipment it was evaluated negatively both by schools and by the CSI. Under the original objective of the Education Act, the estimated annual costs of school leaving examinations were about CZK 55 million (of which the expected subsidy from the state budget was CZK 36 million). However, the subsidy provided for support of the 2010 school-leaving examination and allocated from the state budget amounted to approximately CZK 300 million.

Involvement of Secondary Schools in MEYS Development Programmes

In the school year 2010/11 the number of MEYS development projects in SSs was lower than in the previous school year (39.7 % of SSs). All schools providing education in the fields completed by the school-leaving examination were engaged in some projects aimed at reform of the school-leaving examination and in programmes of the further education of teachers aimed at the preparation of the common part of the school-leaving examination and organised by the Centre and the National Institute for Further Education. The results of the monitoring of development projects implemented in the secondary schools visited are to be found in Part B, Table B 11. Beyond the framework of the preparation of the school-leaving examination, schools used the financial support to minimise the impact of a year-on-year drop in the number of students, to tackle some regional specificities while taking into account the density of population in 2010 and to support socially disadvantaged students of SSs.

The decline in participation in national projects was compensated for by the growth in the number of schools which received resources from the ESF within the Education for Competitiveness Operational Programme. Altogether 55 % of schools became beneficiaries of ESF funds. As far as regional projects are concerned 39.4 % of SSs received financial support and 33 % of schools were successful when applying for participation in local projects which were implemented in cooperation with municipalities. School specific projects were observed in 31 % of the schools visited. The share of active schools was 94.5 % of the SSs visited and the average share of ESF subsidies in total expenditure per performance unit was 0.4 %.

VI. School Systems of Self-evaluation and Checks

School Self-evaluation

The area of assessing self-evaluation systems of schools and the evaluation of other checks also includes results arising from analyses of implemented measures adopted on the basis of self-evaluations with the aim of improving individual as well as group educational achievement in accordance with SEPs. The results of analyses of risks inherent in internal control systems were evaluated in

relation to summarised findings gathered by means of checks on how selected provisions of the Education Act are adhered to. Serious risks in systems were revealed in 10.5 % of the SSs visited. The majority of self-evaluation systems were still poorly coordinated and the implemented measures were not effectively marched with the Rules of Order and criteria laid down in SEPs. 21 % of the visited schools were dealing with appeals filed by students who did not agree with their marks or evaluations. The total of 99 % of the schools visited had adopted educational measures to diminish risky behaviour of students.

Fewer and fewer secondary schools included a kind of admission examination in their enrolment proceedings because the lack of interest of students in some educational fields produced a situation where almost every applicant was admitted to a secondary school and the first, wrong choice of applicants, was reflected in the increased share of unsuccessful students in the 1st grades of SSs.

In a number of schools results of the mock school-leaving examination and current standardisation of the content of the school-leaving examination considerably affected the internal marking of subjects which are examined in the framework of the school-leaving examination.

Systems of Checks

The CSI evaluated the level of internal control systems in the secondary schools visited according to the occurrence of faults, numbers of deadlines granted for the elimination of deficiencies, and also according to the analysis of school injuries, complaints and suggestions. The following overview shows the numbers of relevant deadlines granted.

Table 65 Summarised numbers of deadlines provided to secondary schools

Monitored area	Number of SSs
Deficiencies in SEP, non-compliance with FEP	346
Violations of provisions of the Education Act	13
Meals provided by schools	1
Justified complaints and suggestions	**47**
OHS	**59**
of which	
Staffing in the area of OHS	3
Instructions of children and students concerning OHS	3
Safety of school premises	25
School injuries	28
Safety during out-of-school activities	-
Total number of deficiencies for removal of which deadlines were granted	**466**

The highest number of faults was detected by means of comparative analyses of compliance between SEP and FEP SVE and analyses of OHS. For a more detailed overview of faults see the relevant tables.

As regards financial management, irregularities were found in five cases, in four of which deadlines were granted to eliminate violations of budgetary discipline and there was one deadline to solve problems with limits relating to the amounts

of food served in the school canteen. The following overview contains the results of public-legal audits carried out in 52 SSs and their comparison with overall results of public-legal audits in the fiscal years 2010 and 2009.

Table 66 Results of public-legal audits – comparisons of amounts and results of checks in secondary schools with all checked schools

Monitored indicators	2009		2010	
	All schools	of which SSs	All schools	of which SSs
Number of checked entities	676	42	698	52
Total amount of funds (CZK) allocated from the state budget and received by the checked entities	8,371,377,139	1,122,833,547	7,797,560,962	1,114,633,788
Total amount of funds (CZK) allocated from the state budget and checked by the CSI	7,378,488,274	851,722,985	7,200,929,953	937,735,506
Number of detected irregularities (CZK)	15,302,418	1,523,562	86,930,320	576,375
Number (CZK) of detected irregularities per CZK 1,000 of checked funds allocated from the state budget	2.073	1.779	12.072	0.62
Violations of budgetary discipline (CZK)	7,044,402	29,675	8,951,384	2,795
Violations of budgetary discipline (CZK) per CZK 1,000 of checked funds allocated from the state budget	0.955	0.035	1.243	0.003
Number of complaints and suggestions submitted to tax authorities	8	0	8	1
Number of complaints and suggestions submitted to regional authorities	86	8	87	4

When compared to other segments, the internal control systems of secondary schools were at a good level because they were managed by professional financial managers.

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

In the school year 2010/2011 the CSI received altogether 113 complaints concerning activities in secondary schools and these contained 211 suggestions. Most complaints and suggestions concerned the staffing of schools to be able to provide teaching, school operations and the organisation of class instruction, the evaluation of educational achievement and problems in communication between the school and students or their statutory representatives. The share of reasonable suggestions was 22.3 % and these mostly related to the lack of provision of correct information and communication with students and/or their statutory representatives. Cases where parents of adult students strove to enforce their right to information about the results of education through the CSI were more frequent. On the basis of suggestions submitted by founders the CSI participated in 41 selection interviews held for the purpose of the appointment of new head teachers.

Overall Evaluation of the Situation in Secondary Schools

The table below contains an overall evaluation of the situation in secondary education in six key areas of inspection evaluation. There are also shares of schools (as %) included in quality categories according to a four-grade rating scale.

Table 67 Overall evaluation of secondary schools in the school year 2010/2011

Key areas of evaluation A		Share of schools in the achieved level of evaluation (%)			
		B	C	D	E
Results of secondary schools					
K1	Provision of education	0.0	8.8	85.1	6.1
K2	Overall results of education and effectiveness of support for personality development of students	0.0	5.5	83.9	10.6
K3	Impacts of innovative and preventive programmes	0.0	4.4	95.0	0.6
Prerequisites of secondary schools					
K4	School management and an effective strategy of education	0.6	7.7	87.8	3.9
K5	Support for pedagogical staff (personnel, material and financial prerequisites)	0.0	2.8	96.2	1.0
K6	School's self-evaluation systems and checks	0.0	10.5	87.8	1.7

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).*

When evaluating the provision of education 91.2 % of SSs conformed to the standard requirements. The CSI points out the risks concerning the provision of education in 8.8 % of the SSs visited where school managements were provided with deadlines in order to remove shortcomings detected in their SEPs. Insufficiently defined principles for support of students with SEN and gifted students were the most frequent faults. Innovations introduced in the content of education were affected by the initial phase of FEP VE and the reform of examinations for the completion of studies. The highest share of schools included in the category of examples of good practice (6.1 % of SSs) was detected in this area. Provision of educational activities in relation to the profile of a school-leaver was evaluated positively in vocational education.

When the overall evaluation of results is taken into account together with the effectiveness of support for the development of student personality then 94.5 % of the secondary schools visited conformed to the standard requirements. The common part of the school-leaving examination positively affected the educational fields completed by the school-leaving examination when the situation in this area is compared to that of the previous year. A positive finding is the fact that the process of standardisation of the examination necessary to complete the studies is closely linked to requirements of the labour market at the regional level.

As regards the impacts of preventive and innovative programmes, desirable ac-

tivities were detected in 95.6 % of SSs. An option to be actively involved in global ESF projects at the regional level had positive impacts on the SSs concerned. However, there were still problems regarding the prevention of student failures.

Evaluations demonstrated that 81.7 % of SSs conformed to the requirements of management and effective strategies. A substantial growth, in comparison with the previous school year, in the number of schools displaying serious risks (8.8 % of SSs) was reported. The share of schools evaluated at the level of good practice saw a considerable decline. This was caused by the coming together of changes brought about by requirements of reforms implemented in secondary education and at the same time SEPs were developed and introduced. Moreover, examinations for accomplishment of secondary education were essentially changed, which led to the necessity to provide further education of teachers in order to gain new competences but all this brought about a large growth in the administrative burden.

In total 97.2 % of SSs were positively assessed in the area of support provided to pedagogical staff. Many teachers were engaged in the development of SEPs, participated in the further education of teachers and in development projects. And it was this segment of the education system which exhibited most experts and teachers having a specialisation. When conditions for teachers in SSs are compared with those of the previous year it can be stated that they have improved, but the worsened school climate must be considered as negative.

With respect to assessing school self-evaluation systems and checks, a total of 89.5 % of SSs were evaluated positively; on the other hand the share of schools with detected risks was the highest among all segments (10.5 % of SSs). Passivity of School Boards persists and there are also insufficient links between the School Rules of Order and rules for the assessment of students according to SEPs. It can be assumed that further changes in self-evaluation systems will encourage gradual implementation and clarification of the model of external assessment of students who are leaving the given level of education.

A.4 Tertiary Professional Education

If the strategy aimed at the improvement of the quality of education is to be met it is also necessary to tackle the situation in tertiary professional schools (TPSs). Currently two approaches are being discussed and developed in the context of the overall development of TPSs – stabilisation of the sector of TPSs and transformation of some TPSs to structures of higher education institutions (universities and colleges). Neither approach can do without a clear legislative definition of such changes and, at the same time, such changes require that a number of theoretical and methodological, economic, organisational and practical issues, including gradual steps of their implementation, must be well-thought over. Conceptual work is based on the national as well as international experience pertaining to the area of tertiary professional education and on extensive information sources.

The CSI has been dealing with the issue of TPSs for a long time, as a matter of fact from the time they were established. The MEYS requested extensive thematic inspections, which were implemented by the CSI between 1996 and 1999. These inspection examinations covered all 166 TPSs which existed at that time. In the following years the CSI paid attention to the issues of tertiary professional education (called also post-secondary vocational education) in compliance with the focus of their inspection cycles and according to the relevant plans of principal assignments for individual school years. Due to current changes underway the CSI is concentrating on gathering the latest findings about all TPSs included in the Register of Schools and School Facilities.

In this context at the end of the school year 2010/2011 the CSI carried out a "flash survey" concerning the selected indictors of conditions, the course and results of education in TPSs and simultaneously the CSI strove to gather opinions of managements of these schools on the current status and further prospects of TPSs. The survey was conducted online from 28th of June to 12th July 2011, which means that schools were addressed by automated e-mail and were request to enter data directly onto the relevant online forms produced by InspIS (the Inspection Information System).

I. Performance Parameters Used in the Survey

In the given period the CSI electronically addressed all 182 TPSs entered in the Register of Schools in the school year 2010/2011. Altogether 116 records were returned to the CSI. After the checks of the records received 110 schools (60.4 % of all TPSs) were included in the analysis. The data about the remaining six schools were incomplete or were not precise.

Table 68 Representation of schools in the survey – broken down according to regions and founders

	Total TPSs		Publicly funded		Private		Church	
	Number	%	Number*/	%	Number	%	Number	%
Prague	26	23.6	10	13.5	11	40.7	5	55.6
Central Bohemian	13	11.8	10	13.5	1	3.7	2	22.2
South Bohemian	10	9.1	7	9.5	3	11.1	-	-
Pilsen	3	2.7	3	4.1	-	-	-	-
Karlovy Vary	1	0.9	1	1.4	-	-	-	-
Usti	4	3.6	4	5.4	-	-	-	-
Liberec	5	4.5	5	6.8	-	-	-	-
Hradec Kralove	6	5.5	5	6.8	1	3.7	-	-
Pardubice	3	2.7	3	4.1	-	-	-	-
Vysocina	8	7.3	6	8.1	2	7.4	-	-
South Moravian	9	8.2	6	8.1	2	7.4	1	11.1
Olomouc	5	4.5	3	4.1	1	3.7	1	11.1
Zlin	9	8.2	6	8.1	3	11.1	-	-
Moravian–Silesian	8	7.3	5	6.8	3	11.1	-	-
Total	110	100.0	74	100.0	27	100.0	9	100.0

**/ Two state schools were included in the group of publicly funded schools established by regions.*

Such a sample is sufficiently representative with respect to the total number of TPSs as well as with regard to individual regions (see the data in table 69). Representation of professionalism was not looked into.

Table 69 Representation of schools in the survey – the share of the total number of schools in the Register of Schools

Region	Register	Survey	i.e. %	Region	Register	Survey	i.e. %
Prague	39	26	66.7	Hradec Kralove	11	6	54.5
Central Bohemian	19	13	68.4	Pardubice	9	3	33.3
South Bohemian	17	10	58.8	Vysocina	14	8	57.1
Pilsen	5	3	60.0	South Moravian	14	9	64.3
Karlovy Vary	4	1	25.0	Olomouc	8	5	62.5
Usti	9	4	44.4	Zlin	12	9	75.0
Liberec	8	5	62.5	Moravian–Silesian	13	8	61.5
Total	**182**	**110**	**60.4**				

II. Summarised Survey Findings

In its survey the CSI specified 15 indicators describing conditions, the course and results of education and prepared four groups of issues for open answers of head teachers/school management. Summarised results of the collected data analysis are included in the Annex. More detailed interpretation of individual findings and categorised statements of head teachers/school management are incorporated in the structure of monitored areas in the following text.

Provision of Tertiary Professional Education

The tertiary professional schools which participated in the survey provided altogether 264 accredited education programmes (for more information see Table 70). The number of fields which could be studied only after applicants successfully passed an admission examination was 138 (in publicly funded schools – 103, in private schools – 27, and in church schools – 8).

Table 70 Frequency of accredited education programmes

Number of programmes	Publicly funded		Private		Church		Publicly funded	
	Number	%	Number	%	Number	%	Number	%
one	49	44.5	34	45.9	7	25.9	8	88.9
two	28	25.6	17	23.0	10	37.0	1	11.1
three	13	11.8	8	10.8	5	18.5	-	-
four	7	6.4	5	6.8	2	7.4	-	-
five	3	2.7	3	4.1	-	-	-	-
six	4	3.6	3	4.1	1	3.7	-	-
seven	2	1.8	1	1.4	1	3.7	-	-
more	4	3.6	3	4.1	1	3.7	-	-
Total schools	110	100.0	74	100.0	27	100.0	9	100.0
Total programmes	264		181		73		10	
Average per school	2.4		2.4		2.7		1.1	

In the school year concerned 15,802 students enjoyed education provided by these schools, of whom 11,539, i.e. 73.0 % of all students, attended schools within daily programmes. This form was used mainly by students of publicly funded schools – 75.7 % and 68.0 % of students of church schools attended daily forms of studies. Other forms were used mainly by private schools, where 38.3 % of students were enrolled.

Almost half of schools provided support for socially disadvantaged students. Among them the largest support was provided by church schools – 66.7 %, followed by publicly funded schools – 52.7 %, while the lowest support was reported from private schools – 22.2 %. The share of students whose tuition fees were reduced and waived was 1.9 % of their total number in all forms of education; in public funded TPSs the share was 2.3 %, in church schools – 1.2 % and in private schools – 0.9 %.

Innovations in Tertiary Professional Education

Innovations introduced in education provision have been seen in recent years in 75.5 % of schools. Education provision was modified more in publicly funded (78.4 %) and church TPSs (77.8 %), less innovative programmes were introduced in private schools (66.7 %). Head teachers had a chance to specify their innovations in their answers to open questions. Of the total number of 110 head teachers, 99 described their novelties more or less generally. Out of them 66 were head teachers of publicly funded schools, 24 managed private schools and nine were from church schools. A total of 19 head teachers stated that their school had not introduced any new modifications into their programmes.

In total 18 schools introduced innovations into their **education programmes** as a whole. Ten schools underwent new accreditations, in other schools amendments were adopted in the form of re-accreditation of education programmes or in the form of some updates made to the current education programme (predominantly in the context of legislative amendments adopted with regard to the education fields concerned). In some cases changed education programmes were newly accredited. One tenth of TPSs introduced credit and module systems with the aim of making it easier for students to change schools.

Furthermore, head teachers most often mentioned novelties introduced in the **area of ICT** – 36.4 %; of these 27.3 % of head teachers described innovations in ICT only very generally, the remaining percentage of head teachers described their innovative efforts as furnishing IT classrooms and/or purchases of HW and SW. Schools used a higher number of hours allotted to ICT teaching and strove to introduce new methods of teaching other subjects by means of ICT and e-learning. 19.2 % of schools did not introduce any changes to modernise their programmes.

With regard to founders of TPSs, the ICT area saw most innovations introduced in publicly funded TPSs, namely 48.5 %, followed by private schools (16.7 %). As regards church schools none of them introduced innovations into ICT.

Foreign languages are at the forefront of the interest of 25.3 % of schools. And again head teachers most often described innovative changes in the teaching of foreign languages only very generally (23.2 %). The remaining schools have increased the number of lessons for teaching foreign languages using interactive forms of instruction. As a matter of fact it was mainly publicly funded TPSs which introduced most innovations (28.8 %) in this area, followed by private TPSs (20.8 %) and only one church TPS.

23.2 % of schools focused on novelties in the concept and instruction of technical subjects, professional training and practical training. To this end most innovative ideas were introduced in publicly funded TPSs (25.8 %) and these were followed by church schools (22.2 %) while the lowest number of innovations of this type was introduced in private TPSs (16.7 %).

Education programmes implemented in cooperation with higher education institutions under Sec. 81 of Act No. 111/1998 Coll., on Higher Education Institutions and on the Amendment to Some other Acts (the Act on Higher Education Institutions), as amended.

In compliance with the relevant provision of the Act on Higher Education Institutions fourteen schools (out of 100 TPSs which provided the required information) implemented 17 education programmes. Publicly funded schools implemented nine programmes, private schools six programmes and church schools implemented just two education programmes. The remaining 86 % of head teachers stated that they did not use this form of conceiving and implementing education programmes, but a range of schools had concluded agreements with higher education institutions (universities and colleges) on the recognition of credits and some subject within the smooth transfer of their students to higher education institutions.

Involvement in European Union Projects

In the last two years 63.6 % of all 110 TPSs whose data was included in the analysis have been involved in EU funded projects. Out of 74 publicly funded schools 71.6 % have participated in EU projects and out of 27 private schools 48.1 % have been engaged in such projects. Schools established by churches used this option only in four cases, which means 44.4 % of nine church TPSs participated in EU projects.

Financial Conditions of Tertiary Professional Education

The data relating to the indicators chosen by the CSI were provided by only 84 of schools (76.4 % of 110). 100 % of church schools provided this type of data, while only 78.4 % of the publicly funded schools and 63.0 % of private schools forwarded the required information. Results of the more detailed analysis are to be found in the following table.

Table 71 Evaluation of financial indicators in Tertiary Professional Education (according to the data provided by schools)

Answer	Total TPSs – 84	Publicly funded TPSs – 58	Private TPSs – 17	Church TPSs – 9
Total expenditure of a school in 2010 (CZK)	1,371,778,810	1,151,095,085	148,785,387	71,898,338
of which funds allocated from the state budget	1,116,584,024	979,292,916	83,179,608	54,111,500
i.e. %	81.4	85.1	55.9	75.3
Average total expenditure per school	16,330,700	19,846,466	8,752,081	7,988,704
Expenditure per student (in all forms; calculated from the total expenditure)	109,901	125,556	59,922	86,520
Expenditure per student (in all forms; calculated from the share of the state budget)	89,456	106,816	33,500	65,116

Results of Education

The CSI endeavoured to find how successful students were when sitting the graduation examination called "absolutorium" in the school year 2009/2010 and what their ability to compete in the labour market after completing their studies was. The evaluation of the success rate concerned all students who applied to take the graduation examination in all schools and in all forms of education. Information on the ability of graduates to compete in the labour markets is based

only on the data provided by schools which had monitored this area and were willing to provide such data.

The success rate of all students applying in all schools to take the graduation examination (absolutorium) was relatively high and reached 95 %. The most students failed in church schools – 7.4 %, in publicly funded schools there were 5.8 % of students who failed and private schools reported the lowest number of unsuccessful students – 5.1 %.

The ability of graduates to compete in the labour market was monitored by 50.0 % of 110 schools. The data provided by such schools demonstrated that 25.3 % of graduates are continuing their studies at higher education institutions (universities and colleges), 71.1 % took up jobs and were employed and 3.6 % were registered by Labour Offices as unemployed. This area was monitored by 55.4 % of publicly funded schools – the above categories were distributed as follows: 24.5 %, 71.8 % and 3.7 %. Only 33.3 % of private schools monitored this area and 31.5 % of graduates are continuing their studies, 64.6 % had found employment and 3.9 % remained unemployed. 55.6 % of church TPSs were interested in the further careers of their graduates and the above categories were distributed as follows: 24.8 %, 73.5 % and 1.7 %.

The Risks Pertaining to the Further Development of Schools

Of the total number of 110 schools 99 forwarded their answers concerning this area, of which one school stated that they did not see any risks endangering their future development.

Unambiguously the risks relating to the adverse demographic development were stressed most frequently (41.4 %), followed by risks concerning competition with higher school institutions having the same education (undergraduate) programmes completed by the title Bc. (Bachelor) and risks related to higher education as a whole (40.4 %). Higher education institutions (universities and colleges) provide wider and more attractive opportunities for education completed by university titles which are, in the opinion of head teachers of TPSs, considered to be more prestigious than the title received after passing the graduation examination (absolutorium) in TPSs.

Head teachers of some schools (17.2 %) recorded an ever lower interest of applicants in tertiary professional education in TPS and they think that this development relates to the aforementioned risks.

Head teachers mentioned as the third most worrying factor the transformation of tertiary professional education currently being prepared. They hold the opinion that conceptual changes are not clearly explained by the MEYS and their legislative definition in the system of tertiary education is not sufficiently clear. (This factor was highlighted by 29.3 % of head teachers). Head teachers mentioned among other risks the lower preparedness of secondary school leavers to continue their studies in TPSs and the small number of talented students (5.1 %). And finally, they drew attention to the unsatisfactory financial situation in the sector of tertiary professional education. The problem of an insufficient amount of total expenditure was stressed by 7.1 % of head teachers.

Opportunities Seen in the Future Development of Schools

Of the total number of 110 TPSs 97 sent their answers relating to this area, of which three schools stated that they did not see any opportunities for future development.

Head teachers see as the best opportunity for the development of their schools the ability of their graduates to successfully compete in the labour market (26.8 %). 26.1 % of TPSs saw implementation of the stabilising programme for TPSs proposed by the MEYS as an opportunity for their further development – *inter alia*, they like the option that their graduates can attain the Bc. title after one year of studies at a higher education institution if they manage to gather 120 credits.

The area of lifelong learning is also considered as being an opportunity for further development (17.5 % of schools). A number of TPSs provide courses of further education for graduates of TPSs and support the establishment of centres of lifelong learning. 6.2 % of schools mentioned as their opportunity the introduction of the combined form of studies and two head teachers see their opportunity for future development in the further education of teachers.

A range of schools were relying on the provision of attractive education programmes (9.3 %), on exclusiveness of their programmes (5.2 %) and on the accreditation of new education programmes (6.2 %). Schools also see their opportunities in international cooperation (4.1 %), in long lasting cooperation with higher education institutions offering similar fields of study (12.4 %) and in cooperation with different occupational organisations, for example with labour offices and different social partners (8.2 %). In 12.4 % of cases schools cooperated with companies operating within the industry similar to their fields of education. One school mentioned opportunities brought about by the grant policy and four schools put an emphasis on EU projects.

Opportunities in the form of support for the development of leisure activities (1 school) and voluntary work (2 schools) were mentioned only marginally.

BE	basic education
BS(s)	basic school(s)
Centre	Centre for Evaluation of Education
Coll.	Collection of Laws
CSI	Czech School Inspectorate
EQAVET	European Quality Assurance in Vocational Education and Training
ESF	European Social Fund
EU	European Union
FEP	Framework Education Programme
FET	further education of teachers
HW	hardware
ICT	information and communication technology(ies)
IEP	individual educational plan
IIE	Institute for Information in Education
InspIS	Inspection Information System
ISCED	International Standard Classification of Education
KG(s)	kindergarten(s)
MEYS	Ministry of Education, Youth and Sports of the Czech Republic
NIE	non-investment expenditure
NIQES	National Inspection Evaluation System for the Education System in the Czech Republic
OECD	Organisation for Economic Cooperation and Development
OHS	occupational health and safety
PE	pre-school education
PISA	Programme for International Student Assessment
SE	secondary education
SEN	special educational needs
SEP(s)	school education programme(s)
SGS(s)	secondary general school(s) (gymnazium)
SICI	Standing International Conference of Inspectorates
SS(s)	secondary school(s) and conservatoires
STS(s)	secondary technical school(s)
SVE	secondary vocational education
SVS(s)	secondary vocational school(s)

SW	software
TIMSS	Trends in International Mathematics and Science Study
TPS(s)	tertiary professional school(s)
public-legal audit	public administration control carried out pursuant to Act No. 230/2001 Coll. on Financial Audits in Public Administration Authorities and on the Amendments to Some Other Acts (the Act on Financial Audits)

B

List of Tables

Table B1 Evaluation of Kindergartens According to the National Criteria Framework

Criteria framework – 505 evaluated kindergartens	Frequency of achieved evaluation level (%)			
	1	2	3	4
1. Equal opportunities for education	0.6	1.8	86.9	10.7
2. School education programmes (education programmes)	1.4	9.3	81.2	8.1
3. School management	1.2	14.5	73.9	10.5
4. Staffing conditions	0.4	15.6	78.0	5.9
5. Material prerequisites	0.6	8.1	78.2	13.1
6. Financial prerequisites	0.2	4.0	86.9	8.9
7. Effective organisation of education	0.4	14.3	78.4	6.9
8. Effective support for the development of child personality	0.4	5.3	85.3	8.9
9. Partnership	0.4	1.6	87.9	10.1
10. Effective support for the development of functional literacy of children	0.6	4.0	88.1	7.3
11. Systematic evaluation of individual and group results – education of children	0.4	9.9	85.1	4.6
12. Systemic evaluation of overall educational achievement	0.4	10.1	85.3	4.2

Table B2 Evaluation of Kindergartens According to the National Criteria Framework

Criteria framework – 582 evaluated basic schools	Frequency of achieved evaluation level (%)			
	1	2	3	4
1. Equal opportunities for education	0.0	4.8	78.2	17.0
2. School education programmes (education programmes)	0.0	11.0	80.2	8.8
3. School management	0.2	14.9	73.2	11.7
4. Staffing conditions	0.2	14.1	78.9	6.9
5. Material prerequisites	0.0	9.5	81.8	8.8
6. Financial prerequisites	0.0	5.2	89.9	5.0
7. Effective organisation of education	0.3	9.8	81.6	8.2
8. Effective support for the development of pupil personality	0.0	5.2	79.9	14.9
9. Partnership	0.0	2.0	78.9	19.1
10. Effective support for the development of functional literacy of pupils	0.0	4.1	86.6	9.3
11. Systematic evaluation of individual and group results of education of pupils	0.0	9.1	84.0	6.9
12. Systemic evaluation of overall educational achievement	0.0	8.6	84.9	6.5

Table B3 Evaluation of Secondary Schools According to the National Criteria Framework

Criteria framework – 181 evaluated SGSs, STSs and SVSs	Frequency of achieved evaluation level (%)			
	1	2	3	4
1. Equal opportunities for education	0.0	3.3	88.4	8.3
2. School education programmes (education programmes)	0.6	8.8	84.5	6.1
3. School management	0.6	11.0	76.8	11.6
4. Staffing conditions	0.6	16.6	77.3	5.5
5. Material prerequisites	0.0	6.6	85.7	7.7
6. Financial prerequisites	0.0	2.2	92.3	5.5
7. Effective organisation of education	0.6	9.9	84.5	5.0
8. Effective support for the development of student personality	0.0	7.7	87.3	5.0
9. Partnership	0.0	2.2	79.0	18.8
10. Effective support for the development of functional literacy of students	0.0	13.8	85.6	0.6
11. Systematic evaluation of individual and group results of education of students	0.0	10.5	87.8	1.7
12. Systemic evaluation of overall educational achievement	0.0	8.8	87.8	3.4

Table B4 Evaluation of SEP Compliance with the FEP PE in Kindergartens

Compliance of SEP with FEP PE		Non-compliance (%)	
Area	**Indicator**	**2010/2011 2,151 SEPs**	**2007–2011 5,098 SEPs**
Identification data	SEP name	15.9	13.0
	Name and location of the school	7.2	6.7
	Name of the head teacher	4.6	6.2
	Founder	11.1	10.8
	Document valid from	12.8	14.1
General description of the school in the SEP	School size, numbers of classrooms	4.9	6.1
	Building description, the neighbouring environment	8.9	11.7
Conditions for education	Real conditions	15.2	19.4
	Nutrition and healthy lifestyle	17.7	20.9
	Psycho-sociological conditions	18.1	21.6
	Organisation of school operations	20.7	26.0
	Kindergarten management	29.5	37.8
	Staffing	25.0	28.6
	Participation of teachers	17.2	21.2
Organisation of education	Internal arrangement of the school and individual classrooms	14.3	18.8
	Description of individual classrooms	14.5	25.3
Description of the education programme	Educational objectives and goals, school philosophy	4.9	8.3
	Forms and methods of educational work, resources for meeting goals	17.9	24.4
Content of education	It is developed in the form of complete sections (integrated blocks – IBs).	27.2	30.4
	IBs (projects) include educational areas.	24.6	26.7
	IBs (projects) encompass description of the main meaning.	26.9	32.9
	IBs (projects) encompass groups of activities and expected outcomes.	37.5	43.3
	IB (projects) provide children with enough interesting and diversified educational opportunities and suggestions.	22.5	26.5
	Content of IBs corresponds with age, the level of development and experience of children; it is based on their needs and facts they are familiar with.	17.9	21.3
	It is clear due to good development how teachers will work with IBs.	28.8	37.2
Evaluation system	The description indicates that the system is comprehensive.	27.4	35.0
	It specifies evaluation as an ongoing process leading to quality improvement.	19.6	25.9
	It comprises clearly defined areas.	22.7	30.0
	There are techniques for evaluations.	23.2	30.7
	There is a schedule.	25.1	33.3
	Responsibilities of all stakeholders are defined.	26.4	35.7
	It contains the method of monitoring progress in the education of children.	12.7	16.7
		2010/2011	**2007–2011**
Overall evaluation	**non-compliance**	**59.8**	**64.7**
	full compliance	**40.2**	**35.3**

Table B5 Evaluation of SEP Compliance with the FEP BE in Basic Schools

Compliance of SEP with FEP BE – basic schools		Non- compliance (%)	
Area	**Indicator**	**2010/2011 479 SEP**	**2007–2011 4,125 SEP**
Identification data	SEP name	4.2	7.7
	Submitting party	4.4	4.6
	Founder	2.3	7.3
	Document valid from	4.0	5.4
School description in SEP	Comprehensiveness and size of school	2.5	5.5
	School equipment	3.3	8.7
	Description of pedagogical staff	4.0	11.4
	Long-term projects and international cooperation	10.9	29.7
	Cooperation with parents and other entities	4.8	10.4
SEP description	School focus	1.5	2.8
	Educational and training strategies	5.6	9.3
	Teaching pupils with SEN	18.0	29.8
	pupils with disabilities	11.9	18.4
	pupils with health impairment	17.1	29.0
	socially disadvantaged pupils	22.1	39.0
	Teaching exceptionally gifted pupils	6.1	13.2
	Incorporation of cross-curricular subjects	6.7	15.3
Curriculum	Compliance of teaching hours allotment with the framework curriculum for the elementary level	11.1	19.5
	Compliance of teaching hours allotment with the framework curriculum for the second level (lower secondary education level)	7.5	17.0
	Notes to the curriculum	18.6	29.9
Syllabus	Names and description of school subjects	11.1	20.4
	Definitions of the content, time allotment and organisation	15.2	21.6
	Educational and training strategies	12.5	22.2
	Education content of individual subjects	12.7	24.3
	Compliance of expected SEP outcomes with the FEP BE	15.2	18.8
	Further elaboration of syllabus contained in the FEP BE	12.9	18.5
	Cross-curricular topics – specification of topics and activities	16.7	29.2
Rules for pupils' assessment	Methods of assessment of pupils	11.9	16.1
	Assessment criteria	15.9	23.5
	Rules for assessment of pupils are integral parts of the SEP	15.0	27.7
School self-evaluation	Self-evaluation areas	8.6	15.3
	Self-evaluation objectives	12.5	23.8
	Self-evaluation criteria	16.3	30.6
	Self-evaluation tools	8.8	16.4
	Self-evaluation schedule	11.3	25.4
		2010/2011	**2007–2011**
Overall evaluation	**non-compliance**	**43.0**	**67.2**
	full compliance	**57.0**	**32.8**

Table B6 Evaluation of SEP Compliance with the FEP SBS in Basic Schools Established for Pupils with Special Educational Needs

Compliance of SEP with FEP SBS		Non-compliance (%) 224 SEPs
Area	**Indicator**	
Identification data	SEP name	4.0
	Document valid from	1.3
	Submitting party	1.8
	Founder	1.8
School description	Long-term projects and international cooperation	6.3
	Description of pedagogical staff	3.6
	Cooperation with parents and other entities	2.7
	Comprehensiveness and the size of the school	2.7
	School equipment	2.7
SEP description	Educational and training strategies	3.1
	Teaching pupils with combined disabilities	8.9
	Incorporation of selected cross-curricular subjects (only for FEP – Part 1)	4.9
	School focus	2.2
Curriculum	Notes to curriculum (only for FEP – Part 1)	10.3
	Notes to curriculum (only for FEP – Part 2)	12.1
	Summarised tables of curriculum (only for FEP – Part 1)	8.9
	Summarised tables of curriculum (only for FEP – Part 2)	6.3
Syllabus	Names and descriptions of subjects	7.6
	Definitions of the content, time allotment and organisation	9.8
	Cross-curricular topics – making topics and activities more concrete	8.5
	Further elaboration of syllabus contained in the FEP SBS	9.8
	Compliance of expected SEP outcomes with the FEP	8.0
	Educational and training strategies	8.0
	Educational content of subjects	9.4
Rules for pupils' assessment	Assessment criteria	6.7
	Methods of pupils' assessment	4.0
School self-evaluation	Self-evaluation objectives	7.6
	Self-evaluation schedule	8.9
	Self-evaluation criteria	8.0
	Self-evaluation tools	6.7
	Self-evaluation areas	4.9
		2010/2011
Overall evaluation	**non-compliance**	**26.8**
	full compliance	**73.2**

Table B7 Evaluation of SEP Compliance with the FEP BE for Lower Grades Secondary of Six- and Eight-year Secondary General Schools

Compliance of SEP with FEP BE – lower grades of six- and eight-year SGSs		Non-compliance (%)	
Area	**Indicator**	**2010/2011 13 SEPs**	**2007–2011 258 SEPs**
Identification data	SEP name	-	16.0
	Submitting party	-	-
	Founder	15.4	6.3
	Document valid from	-	0.8
School description in SEP	Comprehensiveness and the size of the school	-	9.3
	School equipment	-	14.3
	Description of pedagogical staff	-	13.2
	Long-term projects and international cooperation	-	13.6
	Cooperation with parents and other entities	-	8.5
SEP description	School focus	-	1.5
	Educational and training strategies	-	6.2
	Teaching pupils with SEN	38.5	37.2
	pupils with disabilities	23.1	23.5
	pupils with health impairment	15.4	26.7
	socially disadvantaged pupils	15.4	48.4
	Teaching exceptionally gifted pupils	7.7	14.3
	Incorporation of cross-curricular subjects	-	10.8
Curriculum	Compliance of teaching hours allotment with the framework curriculum for the first level	-	20.9
	Notes to the curriculum	69.2	28.7
Syllabus	Names and description of school subjects	15.4	19.9
	Definitions of the content, time allotment and organisation	15.4	17.0
	Educational and training strategies	7.7	20.7
	Education content of individual subjects	61.5	30.7
	Compliance of expected SEP outcomes with the FEP BE	69.2	23.7
	Further elaboration of syllabus contained in the FEP BE	53.8	19.5
	Cross-curricular topics – specification of topics and activities	53.8	28.0
Rules for pupils' assessment	Methods of assessment of pupils	-	13.8
	Assessment criteria	69.2	19.5
	Rules for assessment of pupils are integral parts of the SEP	7.7	26.6
School self-evaluation	Self-evaluation areas	-	8.5
	Self-evaluation objectives	53.8	16.3
	Self-evaluation criteria	7.7	20.1
	Self-evaluation tools	-	8.9
	Self-evaluation schedule	-	19.1
		2010/2011	**2009-2011**
Overall evaluation	**non-compliance**	**76.9**	**60.1**
	full compliance	**23.1**	**39.9**

Table B8 Evaluation of SEP Compliance with the FEP SE for Four-year Secondary General Schools and for Upper Secondary Grades of Six- and Eight-year Secondary General Schools

Compliance of SEP with FEP G – four- and eight-year SGSs (upper secondary level)		Non-compliance (%)	
Area	**Indicator**	**2010/2011 27 SEPs**	**2009-2011 490 SEPs**
Identification data	SEP name	-	8.1
	Education programme	-	5.7
	Submitting party	-	1.8
	Founder	3.7	4.3
	Document valid from	-	0.9
School description in SEP	Comprehensiveness and the size of the school	-	2.8
	School equipment	-	7.4
	Description of pedagogical staff	-	5.3
	Long-term projects and international cooperation	-	4.7
	Cooperation with parents and other entities	-	4.7
SEP description	School focus	-	2.1
	Educational and training strategies	3.7	7.8
	Teaching pupils with SEN	14.8	25.5
	Teaching pupils with disabilities	18.5	19.6
	Teaching pupils with health impairment	18.5	24.7
	Teaching socially disadvantaged pupils	14.8	30.6
	Teaching exceptionally gifted pupils	-	4.9
	Incorporation of cross-curricular subjects	-	8.4
	School-leaver profile	-	2.1
	Organisation of enrolment proceedings	29.6	8.8
	Organisation of the school-leaving examination	22.2	11.2
Curriculum	Compliance of teaching hours allotment with framework curriculum	7.4	2.0
	Compliance of teaching hours allotment with framework curriculum for 1st to 4th grades of six-year SGSs	-	1.6
	Compliance of teaching hours allotment with framework curriculum for four-year SGSs and upper secondary level of six- and eight-year SGSs	29.6	13.6
	Notes to the curriculum	44.4	24.9
	Available time allotment used in compliance with recommendations of FEP and the focus of the school	-	1.6
Syllabus	Names and description of school subjects	7.4	12.0
	Definitions of the content, time allotment and organisation	3.7	14.1
	Educational and training strategies	7.4	14.3
	Education content of individual subjects	37.0	27.4
	Compliance of expected SEP outcomes with the FEP	40.7	20.6
	Further elaboration of syllabus contained in the FEP and its distribution to individual grades	51.9	19.0
	Cross-curricular topics – specification of topics and activities	29.6	19.6
	Key competences – concrete description and distribution into educational areas and subjects	-	9.0
Rules for pupils' assessment	Methods of assessment of pupils	3.7	11.8
	Assessment criteria	37.0	15.7
School self-evaluation	Self-evaluation areas	7.4	8.3
	Self-evaluation objectives	37.0	14.9
	Self-evaluation criteria	14.8	15.9
	Self-evaluation tools	3.7	6.9
	Schedule of school self-evaluation	3.7	13.9
		2010/2011	**2009–2011**
Overall evaluation	**non-compliance**	**66.7**	**60.8**
	full compliance	**33.3**	**39,2**

Table B 9 Evaluation of SEP Compliance with the FEP VE for Branches of Education in Secondary Vocational Schools

Compliance of SEP with FEP VE – 1,333 evaluated SEPs in 169 fields of SVE		Non-compliance (%)	
Area	**Indicator**	**2010/2011 1,333 SEPs**	**2009-2011 2,263 SEPs**
Identification data	Name and address of school, founder	7.6	9.6
	SEP name	2.3	2.9
	Code and name of the field of education	3.9	4.4
	Level of provided education	6.5	7.2
	Duration and form of education	4.1	5.3
	SEP valid from	2.9	3.2
Profile of a school-leaver	Ability of a school-leaver to compete in the labour market v praxi	1.4	1.3
	Expected competences of a school-leaver	5.5	5.3
	Method of completing education and the achieved level of education	7.1	8.3
SEP description	Description of the overall concept of SEP	3.6	3.5
	Organisation of class instruction	6.6	6.2
	Implementation of practical instruction	13.0	13.0
	Implementation of key competences	14.3	16.3
	Implementation of cross-curricular topics	14.1	15.3
	Implementation of further educational and out-of-school activities supporting the objectives of the school	16.4	15.6
	Methods and criteria for assessment of pupils	24.9	24.2
	Conditions of admission to education	15.0	14.0
	Description of the content and form of final examination or the profile part of the school-leaving examination	21.5	21.3
	Optional examination of the common part of the school-leaving examination	10.2	10.8
	Teaching of pupils with SEN (only daily pupils)	19.7	22.6
	pupils with disabilities	18.6	21.1
	pupils with health impairment	22.2	24.0
	socially disadvantaged pupils	21.3	26.6
	Teaching of exceptionally gifted pupils (only daily students)	15.8	20.2
Forms of education – daily	Table of school subjects/modules	13.5	12.9
	Degree of obligatory nature of subjects/modules	11.9	12.2
	Form and share of practical instruction	9.1	10.5
	Adherence to prescribed allotment of teaching hours	11.3	11.0
	Distribution of weeks in the school year	7.5	9.6
	Notes on the curriculum	18.8	20.5
Elaboration of the content	Overview of elaboration of educational content of the FEP in the SEP	21.8	20.8

Table B 9 Evaluation of SEP Compliance with the FEP VE for Branches of Education in Secondary Vocational Schools - cont.

Curriculum	Compliance of names of subjects with the curriculum	9.5	10.9
	Compliance of teaching hours allotment with the curriculum	15.4	15.7
	Description of aims and the pedagogical concept of subjects	4.0	4.7
	Benefits for acquiring key competences, implementation of cross-cutting subjects and inter-subject relations	13.5	13.3
	Methods and forms of description of instruction preferred in individual subjects and methods of pupils' assessment	10.4	10.2
	Expected education outcomes	13.4	10.9
	Content of education (content of instruction)	17.0	16.0
	Distribution in individual grades	6.2	6.4
	Education modules encompass all components stipulated in the FEP	1.4	1.3
Coverage of teaching	Premises and equipment	8.3	9.2
	Staffing	11.3	12.6
Cooperation with partners	Description of cooperation with partners in SEP implementation	7.4	9.1
		2010/2011	**2009–2011**
Overall evaluation	**non-compliance**	**58.1**	**64.3**
	full compliance	**41.9**	**35.7**

Table B 10 Shares of Expenditure Allocated from the State Budget in Costs of the Schools Visited according to Their Purposes and Year-on-Year Comparisons

Monitored indicators		2009	2010	Trend	2009	2010	Trend	2009	2010	Trend	2009	2010	Trend
		Czech Republic			Kindergaartens			Basic schools			Secondary schools		
Total expenditure		13,111,066,460	23,523,505,173		1,075,876,907	1,673,568,404		6,260,408,702	13,453,793,684		4,911,723,353	5,962,767,084	
Total expenditure per performance		58,539	58,206	-	59,339	54,810	-	67,668	65,485	-	67,380	65,037	-
Allocation from the state budget (333)		9,417,565,555	16,534,582,352		733,212,305	1,156,971,185		4,698,719,652	9,619,155,290		3,578,089,359	4,255,488,845	
Allocation from the state budget per output		42,048	40,913	-	40,440	37,891	-	49,149	46,820	-	49,085	46,415	-
Share of allocation from the state budget in total expenditure		0.718	0.703		0.682	0.691		0.751	0.715		0.728	0.714	
Other resources		3,693,500,905	6,988,922,821		342,664,602	516,597,219		1,561,689,050	3,834,638,394		1,333,633,994	1,707,278,239	
Other resources per output		16,491	17,293	+	18,899	16,919	-	16,335	18,665	+	18,295	18,622	+
Total staff costs		8,404,193,601	14,937,425,785		689,637,097	1,062,715,937		4,012,921,978	8,543,158,989		3,148,414,669	3,786,357,098	
Staff cost covered by the state budget		7,546,965,854	13,458,620,632		619,294,113	957,507,059		3,603,603,936	7,697,386,249		2,827,276,373	3,411,507,746	
Average salary of teachers		22,738	23,766	+	21,410	21,484	+	25,130	24,409	-	23,665	25,503	+
Proportion of staff costs covered by the state budget	in total staff costs	0.898	0.901	+	0.898	0.901	+	0.898	0.901	+	0.898	0.901	+
	in total allocation from the state budget	0.801	0.814	+	0.845	0.828	-	0.767	0.800	+	0.790	0.802	+
	in total costs	0.576	0.572	-	0.576	0.572	-	0.576	0.572	-	0.576	0.572	-
NIE – textbooks and teaching texts, teaching aids, basic learning requisites – TOTAL		221,577,023	268,167,959		18,182,320	19,078,680		105,800,907	153,373,248		83,008,125	67,975,545	
NIE – textbooks and teaching texts, teaching aids, basic learning requisites – TOTAL per output		989	664	-	1,003	625	-	1,107	747	-	1,139	741	
NIE – textbooks and teaching texts, teaching aids, basic learning requisites – from the state budget		198,976,167	241,619,331		16,327,723	17,189,891		95,009,215	138,189,296		74,541,296	61,245,966	
NIE – textbooks and teaching texts, teaching aids, basic learning requisites – from the state budget per output		888	598	-	901	563	-	994	673	-	1,023	668	

Table B 10 Shares of Expenditure Allocated from the State Budget in Costs of the Schools Visited according to Their Purposes and Year-on-Year Comparisons - cont.

Proportion of NIE from the state budget used for textbooks and teaching texts, teaching aids, basic learning requisites	in total costs of textbooks and teaching texts, teaching aids, basic learning requisites	0.898	0.901	+	0.898	0.901	+	0.898	0.901	+	0.898	0.901	+
	in total subsidy from the state budget	0.021	0.015	-	0.022	0.015	-	0.020	0.014	-	0.021	0.014	-
	in total costs	0.015	0.010	-	0.015	0.010	-	0.015	0.010	-	0.015	0.010	-
NIE – training and further education – TOTAL		24,102,250	40,652,516		2,080,183	2,733,130		11,924,145	24,786,546		7,612,040	8,939,980	
NIE – training and further education – TOTAL per output		108	101	-	115	90	-	125	121	-	104	98	
NIE – training and further education – from the state budget		21,643,821	36,627,917		1,868,004	2,462,550		10,707,882	22,332,678		6,835,612	8,054,922	
NIE – training and further education – from the state budget per output		97	91	-	103	81	-	112	109	-	94	88	
Proportion of costs for education covered by the state budget	in total costs of education	0.898	0.901	+	0.898	0.901	+	0.898	0.901	+	0.898	0.901	+
	in total subsidy from the state budget	0.002	0.002	0	0.003	0.002	-	0.002	0.002	0	0.002	0.002	0
	in total costs	0.002	0.002	0	0.002	0.001	-	0.002	0.002	0	0.001	0.001	0
Other operating expenditure		3,693,500,905	6,988,922,821		386,239,810	610,852,467		2,247,486,724	4,910,634,695		1,763,308,684	2,176,409,986	
Other operating expenditure per output		16,491	17,293	+	21,303	20,006	-	23,509	23,902	+	24,189	23,738	-
Share of other expenditure in total expenditure		0.282	0.297	+	0.359	0.365	+	0.359	0.365	+	0.359	0.365	+

Table B 11 National Development Projects

Participation of Schools in National Development Projects (DPs) – comparisons of 2009 and 2010												
Area of education	**Project name**	**KGs**		**BSs**		**SSs**		**Other**		**Total**		
		2009	**2010**	**2009**	**2010**	**2009**	**2010**	**2009**	**2010**	**2009**	**2010**	
Foreign languages	DP Support to Foreign Language Teaching			14						14		
	DP Support to Teaching of Less Frequent Foreign Languages			22						22		
Environmental education	Support for environmental education, instruction and culture	4	1	41		22			2	67	3	
ICT	Support for connectivity of schools in the framework of State Information Policy in Education	7		392		153		6	20	558	20	
Education focusing on development of pupils' interests	Promotion of competitions and shows relating to development of interest of children and pupils		1	17	14	18	5	1	3	36	23	
Education of foreign nationals	DP Assurance of Free Preparation for Inclusion of Third Country Nationals (Children) in Basic Education		3	3	2					3	5	
	DP Assurance of Conditions for Basic Education of Children – Recognised Refugees			3	2		1			3	3	
	DPs – promotion of activities aiming at integration of foreign nationals				2	1			1	1	3	
Financing of teachers' assistants	Financing of teachers' assistants for disabled pupils	3	11	12	27	10	5		6	25	49	
	Financing of teachers' assistants for socially disadvantaged pupils	2	6	85	28	4	7	1	10	92	51	
Education of national minorities, ethnic groups, inter-cultural education	DPs supporting activities aimed at integration of Roma community	1		5	2		1			6	3	
	DPs supporting education in languages of national minorities and multicultural education			1		1				2		
	DP Support to Roma Pupils in Secondary Schools					76	20	3		79	20	
Prevention of socio-patho-logical phenomena	Programmes aimed at activities pertaining to the prevention of risky behaviour	2	3	62	10	45	1	9	5	118	19	
Further education of teachers	Making further education of teachers available for teachers teaching in basic schools with only the elementary level	2		91	5					93	5	
	Further education of teachers relating to introduction of the new school-leaving examination					93	12	1	4	94	16	

Table B 11 National Development Projects - cont.

Other areas	Support for preparation of sport talent in SGSs focusing on sports					4	1			4	1
	Strengthening the level of salaries of teachers – university graduates; increasing tariffs in the regional school system		1		6				43		50
	Increase in unclaimable components and motivation components of salaries of teachers teaching in regional schools with respect to the quality of their work	399		834		268		53	73	1,554	73
	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	1	480	1	182		51	85	990	87
	Strengthening the remuneration level of school employees other than teachers	246		474	1	170		52	85	942	86
	Support for reading literacy in basic schools in 2008			9		1				10	
	Alternative provision of meals to children, pupils and students in regional and municipal schools			3		7	1			10	1
	Support for the further education of teachers in regions				1			2		2	1
	Financing lessons for smaller classroom groups in pilot SGSs from September 2009 to August 2011				1	6				6	1
	Financing of testing of a new form and organisation of completion secondary education by the school-leaving examination						63		3		66
	Support for tackling the impact of year-on-year decrease in the number of pupils and related need to decrease the number of employees in the 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	53	266	206	60	31	4	61	385	351
	Support for schools implementing inclusive education and education of children and pupils who are socially disadvantaged		1	7	2	1	2	1	4	9	9
	DP School aids to be used by pupils of 1st grades of basic education			380	370	2				382	370
	Equipment of schools with compensation and rehabilitation aids		15		72		11		6		104
	Programme to moderate damage caused by the flood in August 2010				4				1		5
Total		**998**	**96**	**3,201**	**756**	**1,124**	**161**	**184**	**412**	**5,507**	**1,425**

Table B 12 Selected Indicators for Comparisons of Staffing in Kindergartens, Basic and Secondary Schools Visited between the years 2008 and 2011

Monitored indicator	2008/2009			2009/2010			2010/2011		
	KGs	BSs	SSs	KGs	BSs	SSs	KGs	BSs	SSs
Number of selection interviews to appoint new head teachers*/	169	215	57	167	173	53	167	209	41
Head teacher satisfies qualifications requirements (%)	95.0	97.1	98.9	95.4	95.9	98.8	94.9	96.7	98.9
Number of teachers	3,787	15,169	9,097	7,559	15,121	10,073	5,022	11,014	5,904
of whom female teachers (%)	99.1	82.2	60.3	99.7	83.8	61.2	99.7	82.9	62.3
Average age of teachers	44.1	42.1	43.9	43.6	41.8	43.5	43.7	43.7	45.0
Proportion of qualified teachers in the observed lessons (%)	91.5	86.2	84.1	85.9	79.4	87.6	83.4	81.2	80.5
Proportion of teachers – specialists (%)**/	4.3	32.3	21.1	4.2	41.4	31.2	4.7	48.4	38.8
Proportion of teachers teaching less than three years (%)	10.6/	9.0	10.9	14.7	8.7	10.5	14.9	9.3	10.9
Proportion of teachers teaching 35 and more years (%)	9.2	7.0	7.1	6.7	5.7	6.1	8.1	5.4	5.5

**/ This is a republic-wide figure; for more detailed information on the situation in regions see Table 12. Other indicators relate only to the schools visited, which were the subjects of institutional evaluation in the school year concerned.*

***/ Class teachers have not been included in the calculation of the proportion of teachers.*

Table B 13 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	small	large	BSs	small	large	SSs	SGSs	SVE
Studies to satisfy qualification requirements	9.9	13.3	8.3	8.6	14.8	4.8	6.0	2.3	6.6
Studies to satisfy further qualification requirements – ICT	4.8	5.6	4.4	1.7	1.8	1.6	0.9	2.3	0.7
Studies to satisfy further qualification requirements – prevention of socio-pathological phenomena	0.9	1.1	0.9	2.2	2.3	2.2	0.4	0.5	0.4
Studies to extend professional qualifications	13.1	14.1	12.6	15.2	12.7	16.7	10.1	22.3	7.6
Studies at least in one form of further education of teachers	47.7	35.2	67.0	62.6	59.0	68.8	68.9	75.0	70.2

Forms of further education of teachers – according to topics and training courses and seminars	KGs	small	large	BSs	small	large	SSs	SGSs	SVE
Further education of teachers for performing managerial positions	14.7	18.3	13.0	5.8	7.9	4.5	1.8	3.2	1.5
Further education of teachers for assessing pupils and school self-evaluation	18.2	17.5	18.5	6.1	5.2	6.6	7.7	3.2	8.7
Further education of teachers for special pedagogy	18.6	14.9	20.4	21.5	35.7	13.1	0.9	0.0	0.8
Further education of teachers for improving competences of teachers concerning pedagogical and psychological work	31.6	35.3	29.9	21.2	27.3	17.5	8.6	3.6	9.5
Further education of teachers for understanding curricular reform of the FEP and SEPs	26.8	29.5	25.5	12.0	14.7	10.4	10.9	20.9	8.8
Further education of teachers in the area of ICT	18.1	14.3	19.9	28.1	25.5	29.6	17.7	49.1	11.4
Further education of teachers – foreign languages	5.6	7.4	4.8	11.0	9.2	12.1	8.6	20.5	5.9
Further education of teachers relating to reform of the school-leaving examination and final examination	0.4	0.3	0.5	0.3	0.3	0.2	27.5	59.5	21.2
Further education of teachers for schools with low number of classes	0.6	1.9	0.0	2.9	7.7	0.0	0.0	0.0	0.0
Studies at least in one form of further education of teachers	83.2	78.2	91.0	81.5	81.9	80.7	67.2	87.5	65.9

Table B 14 Participation of the CSI in Selection Interviews for School Head Teachers/Directors of School Facilities

Type of school	School year	CZ	%*/	Participation in inspectorates													
				A	S	C	P	K	U	L	H	E	J	B	M	Z	T
KGs	2006/07	175	3.6	14	23	10	7	4	13	4	14	10	7	29	16	13	11
	2007/08	132	2.7	11	19	5	6	7	18	4	5	5	6	15	5	18	8
	2008/09	169	3.5	10	29	2	16	1	15	7	9	22	3	23	10	12	10
	2009/10	167	3.5	11	33	8	9	8	9	11	10	11	7	22	8	11	9
	2010/11	167	3.4	12	26	8	4	3	15	9	10	15	7	20	13	13	12
BSs	2006/07	261	6.2	22	44	16	12	10	12	16	12	16	14	18	21	18	30
	2007/08	229	5.5	18	32	12	6	7	21	9	20	8	20	25	22	13	16
	2008/09	215	5.2	12	31	13	13	5	24	9	13	5	17	22	16	15	20
	2009/10	173	4.2	5	28	6	8	4	7	11	8	12	10	31	10	12	21
	2010/11	209	5.1	17	26	12	5	6	14	8	17	15	14	23	16	13	23
SSs and conservatoires	2006/07	46	3.1	1	7	3	3	4	4	2	-	9	1	5	3	2	2
	2007/08	51	3.5	5	4	7	-	1	5	3	-	1	5	3	8	3	6
	2008/09	57	3.9	6	1	-	3	4	4	6	3	5	3	8	4	4	6
	2009/10	53	3.7	2	6	11	-	3	2	-	2	2	3	6	4	5	7
	2010/11	41	2.8	1	5	3	-	1	2	4	5	5	-	2	6	3	4
TPSs	2006/07	4	2.3	-	-	-	-	-	1	-	1	-	1	1	-	-	-
	2007/08	9	5.1	2	1	1	1	-	-	1	2	-	-	1	-	-	-
	2008/09	3	1.6	-	-	-	-	-	1	-	-	-	1	1	-	-	-
	2009/10	4	2.2	-	1	-	-	-	1	-	-	-	2	-	-	-	-
	2010/11	6	3.3	1	-	-	-	-	-	-	2	-	-	1	-	-	2
BSs of music and arts	2006/07	27	5.7	-	4	1	3	1	-	1	1	1	4	4	2	4	1
	2007/08	10	2.1	1	-	1	-	-	1	1	-	1	2	2	-	-	1
	2008/09	15	3.1	2	3	1	-	1	-	-	-	2	2	2	-	-	2
	2009/10	22	4.6	2	4	2	-	-	5	-	2	1	2	1	-	1	2
	2010/11	14	2.9	-	1	-	-	1	2	1	2	2	2	2	-	-	1
School facilities	2006/07	32	0.2	2	5	2	1	2	-	1	1	-	2	6	2	4	4
	2007/08	31	0.2	1	3	1	3	2	5	3	2	-	2	2	1	2	4
	2008/09	33	0.2	3	-	2	2	-	7	3	2	6	1	3	1	-	3
	2009/10	44	0.3	3	8	4	-	2	3	2	2	3	8	1	2	3	3
	2010/11	36	0.3	2	2	-	-	1	3	1	1	8	5	3	4	1	5
Total	2006/07	545	2.1	39	83	32	26	21	30	24	29	36	29	63	44	41	48
	2007/08	462	1.8	38	59	27	16	17	50	21	29	15	35	48	36	36	35
	2008/09	492	2.0	33	64	18	34	11	51	25	27	40	27	59	31	31	41
	2009/10	463	1.9	23	80	31	17	17	27	24	24	29	32	61	24	32	42
	2010/11	473	1.9	33	60	23	9	12	36	23	37	45	28	51	39	30	47

Key:

A – Prague Inspectorate
S – Central Bohemian Inspectorate
C – South Bohemian Inspect.
P – Pilsen Inspectorate
K – Karlovy Vary Inspectorate
T – Usti Inspectorate
L – Liberec Inspectorate
H – Hradec Kralove Inspectorate
E – Pardubice Inspectorate
J –Vysocina Inspectorate
B – South Moravian Inspectorate
M – Olomouc Inspectorate
Z – Zlin Inspectorate
T – Moravian–Silesian Inspectorate
CZE – Czech Republic

%/ The data express the share of schools and school facilities where selection interviews were held of the total number of schools and school facilities on the Register*

Table B 15 Qualifications of Teachers of Monitored Lessons

Indicator	Basic school		Secondary general school		Secondary school	
	Elem. level	2nd level	lower sec.	upper sec.	SVE-school-leaving exam.	SVE-final exam.
	3,103*/	2,682*/	23*/	68*/	2,688*/	934*/
Selected indicators of teaching time and average age in monitored lessons						
Average teaching time (number of years)	18.9	18.4	19.7	13.7	16.9	17.2
Fresh teachers – less than 3 years (%)	8.6	10.2	0.0	20.6	11.3	9.0
Teaching time 36 and more years (%)	3.5	7.5	8.7	4.4	5.7	5.0
Average age (number of years)	43.5	43.8	43.9	38.5	44.6	46.6
Language knowledge of monitored teachers (%)						
English – active knowledge	41.9	35.9	39.1	57.4	38.5	23.3
English – passive knowledge	32.2	38.3	52.2	35.3	39.1	36.3
Other foreign language(s)	65.2	74.2	73.9	83.8	71.9	68.4
Does not speak any foreign language	6.8	4.5	0.0	0.0	5.3	12.0
Achieved level of ICT literacy of monitored teachers (%)						
Basic	42.8	32.8	43.5	22.1	34.7	50.1
Advanced	51.3	55.8	52.2	66.2	51.4	40.8
Specialisation	3.7	6.4	4.3	7.4	10.6	6.7
ICT coordinator	2.2	5.0	0.0	4.4	3.3	2.4
Average teaching time /average age of teachers teaching the given subject						
Czech language	19.7/44.0	21.2/45.9	21.7/45.8	14.5/37.8	19.5/44.3	18.9/44.3
Mathematics	20.2/44.8	19.8/45.0	16.4/40.9	19.8/43.7	19.8/45.7	18.6/46.6
Foreign language	14.9/39.8	16.0/42.0	32.5/56.0	11.9/37.6	15.5/42.1	15.4/44.1
Natural sciences	19.1/44.2	18.2/44.3	10.0/34.5	12.0/37.7	18.5/46.2	15.6/45.7
Social sciences	20.2/44.9	19.0/44.2	22.2/46.2	10.9/35.7	17.8/44.6	17.2/48.0
ICT	13.9/40.5	13.3/38.6	-	9.5/34.5	13.2/41.6	20.0/45.3
Technical subject (according to the school-leaver profile)					15.4/46.0	17.2/48.0
Qualified teaching in monitored subjects (%)						
Czech language	84.6	89.2	100.0	76.9	92.2	83.1
Mathematics	83.4	88.5	85.7	92.3	93.1	88.1
Foreign language	80.2	71.3	100.0	73.7	70.5	54.0
Natural sciences	77.9	81.1	100.0	100.0	89.5	78.3
Social sciences	85.8	86.1	100.0	90.0	86.4	73.2
ICT	64.5	63.3	-	50.0	77.9	72.9
Technical subject (according to the school-leaver profile)					79.5	73.2

Table B 15 Qualifications of Teachers of Monitored Lessons - cont.

Average number of pupils – enrolled/present in a class – per teacher in monitored lessons						
Czech language	16.1/14.0	18.1/15.4	25.7/21.3	26.2/21.5	23.7/19.5	22.4/16.9
Mathematics	16.2/14.2	18.7/16.3	24.4/20.0	25.5/21.7	23.5/19.3	21.5/16.2
Foreign language	14.8/12.7	16.3/13.3	15.0/13.0	12.9/11.2	14.2/11.6	14.0/10.8
Natural sciences	17.0/15.2	19.0/16.5	30.5/30.0	23.4/19.5	23.5/19.4	23.5/18.2
Social sciences	17.7/15.6	19.0/16.5	30.0/25.0	20.0/16.5	23.4/19.6	14.3/11.0
ICT	16.2/13.5	16.3/13.3	-	12.0/7.0	15.1/11.9	20.7/15.6
Technical subject (according to the school-leaver profile)					19.5/16.0	14.3/11.0

Key:

**/ the number of monitored teaching units in the given type of schools*

SVE-school-leaving exam = branches of secondary technical and vocational education completed by the school-leaving examination

SVE-final exam = branches of secondary vocational education completed by final examination and an apprenticeship certificate

Table B 16 Findings from the Educational Activities in the Visited Kindergartens

Monitored indicators (share of teaching units in which a give phenomenon was observed – data as %)		small KGs	large KGs	total KGs
Number of class observations		869	1,205	2,074
Organisation, forms and methods of teaching	Differentiated tasks and requirements according to the abilities and possibilities of the child	77.5	83.6	81.0
	Education is interconnected with practice and life situations	95.5	93.1	94.1
	Children search for relations with other areas	78.4	77.0	77.6
	Events out-of-school (trips, stay in countryside, excursions...)	48.1	49.3	48.8
	Preparation of children and their participation in contests	18.7	25.8	22.7
	Evaluation provides children with ongoing feedback; positive use of errors	81.6	85.7	84.0
	Story-telling by a teacher	76.4	77.0	76.7
	Explanation (lecture) of a teacher	87.9	85.1	86.3
	Work with texts	56.3	48.2	51.7
	Dialogue	92.3	92.0	92.1
	Instructive-demonstration methods (experiment)	52.1	58.4	55.7
	Practical methods using certain skills	88.4	90.5	89.6
	Activating methods	79.1	83.7	81.8
	Comprehensive methods	49.6	56.0	53.2
	Frontal teaching	92.8	92.3	92.5
	Group (cooperative) teaching	67.9	72.7	70.7
	Independent work of children and individualised teaching	75.3	74.9	75.1
	Correctness of the content	97.3	96.6	96.9
	Education branches taught in context	78.9	80.1	79.6
	Cross-curricular topics	66.6	65.2	65.8
	Opportunities for children with SEN and talented children	39.5	48.1	44.8
	Activities to support multicultural education	20.6	26.6	24.0
	Bilingual education	6.7	2.8	4.5
	Explanation of unknown terms and foreign words	45.5	42.4	43.7
Use of ICT in educational activities				
	ICT was not used	95.5	94.8	95.1
	simple presentation by means of ICT	1.8	2.0	1.9
	use of special SW applications (3) – without direct use by children	0.1	0.3	0.2
	according to (3) + direct work of some children with ICT	2.4	2.8	2.7
	according to (3) + direct work of all children with ICT	0.1	0.1	0.1
Support for development of functional literacy	Work with formulae and symbols	53.3	55.0	54.3
	Geometric depiction, work with models	36.9	36.9	36.9
	Work of children with sources, search for information	48.3	45.9	46.9
	Opportunities to use information found	49.7	50.1	50.0
	Opportunities to inform children about local culture	61.6	64.8	63.4
	Support for development and cultivation of aesthetic perception, feeling and experiencing	89.5	90.3	90.0
	Support of positive self-perception	90.5	91.0	90.8
	Development of child creativity, emotions and taste	87.1	88.7	88.0
	Use of new scientific and technological findings	31.6	36.4	34.3
	Care for the neighbouring environment	71.2	69.5	70.2
	Opportunities for experimenting, manipulation with objects and intentional observation	69.9	67.9	68.7
	Activities relating to occupational safety and health	84.4	82.8	83.5
	Development of motor skills	92.1	92.9	92.6
	Support for a healthy lifestyle	92.6	90.4	91.3

Table B 17 Findings from the Educational Activities in the Visited Basic Schools

Monitored indicators (share of teaching units in which a give phenomenon was observed – data as %)		BSs elem. lev.	BSs 2nd lev.	BSs total
Number of class observations		869	1,205	2,074
Organisation, forms and methods of teaching	Differentiated tasks and requirements according to abilities and possibilities of the pupil	77.5	83.6	81.0
	Education is interconnected with practice and life situations	95.5	93.1	94.1
	Pupils search for relations with other areas	78.4	77.0	77.6
	Events out-of-school (trips, stay in countryside, excursions...)	48.1	49.3	48.8
	Preparation of pupils and their participation in contests	18.7	25.8	22.7
	Assessment provides pupils with ongoing feedback; positive use of errors	81.6	85.7	84.0
	Story-telling by a teacher	76.4	77.0	76.7
	Explanation (lecture) of a teacher	87.9	85.1	86.3
	Work with texts	56.3	48.2	51.7
	Dialogue	92.3	92.0	92.1
	Instructive-demonstration methods (experiment)	52.1	58.4	55.7
	Practical methods using certain skills	88.4	90.5	89.6
	Activating methods	79.1	83.7	81.8
	Comprehensive methods	49.6	56.0	53.2
	Frontal teaching	92.8	92.3	92.5
	Group (cooperative) teaching	67.9	72.7	70.7
	Independent work of pupils and individualised teaching	75.3	74.9	75.1
	Correctness of the content	97.3	96.6	96.9
	Education branches taught in context	78.9	80.1	79.6
	Cross-curricular topics	66.6	65.2	65.8
	Opportunities for children with SEN and talented pupils	39.5	48.1	44.8
	Activities to support multicultural education	20.6	26.6	24.0
	Bilingual education	6.7	2.8	4.5
	Explanation of unknown terms and foreign words	45.5	42.4	43.7
Use of ICT in educational activities				
	ICT was not used	95.5	94.8	95.1
	simple presentation by means of ICT	1.8	2.0	1.9
	use of special SW applications (3) – without direct use by pupils	0.1	0.3	0.2
	according to (3) + direct work of some pupils with ICT	2.4	2.8	2.7
	according to (3) + direct work of all pupils with ICT	0.1	0.1	0.1
Support for development of functional literacy	Work with formulae and symbols	53.3	55.0	54.3
	Geometric depiction, work with models	36.9	36.9	36.9
	Work of pupils with sources, search for information	48.3	45.9	46.9
	Opportunities to use information found	49.7	50.1	50.0
	Opportunities to inform pupils about local culture	61.6	64.8	63.4
	Support for development and cultivation of aesthetic perception, emotions and experiencing	89.5	90.3	90.0
	Support of positive self-perception	90.5	91.0	90.8
	Development of pupil creativity, emotions and taste	87.1	88.7	88.0
	Use of new scientific and technological findings	31.6	36.4	34.3
	Care for the neighbouring environment	71.2	69.5	70.2
	Opportunities for experimenting, manipulation with objects and intentional observation	69.9	67.9	68.7
	Activities relating to occupational safety and health	84.4	82.8	83.5
	Development of motor skills	92.1	92.9	92.6
	Support for a healthy lifestyle	92.6	90.4	91.3

Table B 18 Findings from the Educational Activities in the Visited Secondary Schools

Monitored indicators (share of teaching units in which a give phenomenon was observed – data as %)		SGSs	SVE school-leaving exam.	SVE final exam
Number of class observations		3,103	2,692	5,795
Organisation, forms and methods of teaching	Differentiated tasks and requirements according to abilities and possibilities of the student	70.4	53.5	62.6
	Education is interconnected with practice and life situations	87.3	82.0	84.9
	Students search for relations with other areas	65.0	59.4	62.4
	Events out-of-school (trips, stay in countryside, excursions...)	16.8	16.8	16.8
	Preparation of students and their participation in contests	18.0	27.8	22.6
	Assessment provides students with ongoing feedback ; positive use of errors	90.6	85.0	88.0
	Story-telling by a teacher	47.9	34.9	41.9
	Explanation (lecture) of a teacher	87.1	90.2	88.6
	Work with texts	76.0	71.4	73.9
	Dialogue	83.3	75.9	79.9
	Instructive-demonstration methods (experiment)	37.0	34.1	35.7
	Practical methods using certain skills	66.2	52.9	60.1
	Activating methods	83.4	69.2	76.8
	Comprehensive methods	38.2	25.5	32.3
	Frontal teaching	89.6	91.1	90.3
	Group (cooperative) teaching	54.3	39.8	47.5
	Independent work of pupils and individualised teaching	82.1	72.1	77.5
	Correctness of the content	97.7	97.8	97.7
	Education branches taught in context	71.6	68.5	70.2
	Cross-curricular topics	62.1	54.9	58.7
	Opportunities for pupils with SEN and talented pupils	65.4	56.0	61.0
	Activities to support multicultural education	24.7	23.3	24.0
	Bilingual education	4.3	3.0	3.7
	Explanation of unknown terms and foreign words	58.3	67.2	62.3
Use of ICT in educational activities				
	ICT was not used	82.5	74.2	78.7
	simple presentation by means of ICT	6.1	13.7	9.6
	use of special SW applications (3) – without direct use by students	2.4	3.4	2.8
	according to (3) + direct work of some students with ICT	5.4	3.2	4.5
	according to (3) + direct work of all students with ICT	3.6	5.5	4.5
Support for development of functional literacy	Work with formulae and symbols	29.9	39.1	34.1
	Geometric depiction, work with models	14.0	19.6	16.5
	Work of students with sources, search for information	54.2	53.0	53.6
	Opportunities to use information found	53.5	53.7	53.5
	Opportunities to inform students about local culture	31.8	24.4	28.5
	Support for development and cultivation of aesthetic perception, feeling and experiencing	74.3	57.0	66.6
	Support of positive self-perception	89.5	78.0	84.4
	Development of student creativity, emotions and taste	72.0	51.6	62.9
	Use of new scientific and technological findings	29.7	34.2	31.8
	Care for the neighbouring environment	32.7	20.5	27.4
	Opportunities for experimenting, manipulation with objects and intentional observation	24.6	23.8	24.4
	Activities relating to occupational safety and health	35.5	26.0	31.4
	Development of motor skills	34.4	14.6	25.8
	Support for a healthy lifestyle	58.0	35.0	48.0

Table B 19 Analysis of Complaints and Suggestions

Monitored indicators	KGs		BSs		SSs		SVSs		Other		Total 2010/2011		Total 2009/2010		Total 2008/2009	
	C	D	C	D	C	D	C	D	C	D	C	D	C	D	C	D
Number of complaints	41	x	309	x	113	x	5	x	14	x	482	x	416	x	383	x
Number of points included in complaints	108	35	698	223	211	47	9	1	43	19	1,069	325	796	254	885	224
of which justified points of complaints (%)		32.4		31.9		22.3		11.1		44.2		30.4		31.9		25.3
Communication with statutory representatives, parents etc.	22	10	118	44	20	11	-	-	1	-	161	65	130	50	121	37
Corrective measures and evaluation of behaviour	-	-	61	23	7	2	-	-	1	1	69	26	54	21	64	16
Assessment of educational achievement	2	-	38	13	23	9	2	-	-	-	65	22	50	10	63	18
Examination before the Examination Board	-	-	10	5	8	1	1	-	-	-	19	6	15	4	25	7
Completing education	1	1	3	1	4	1	-	-	-	-	8	3	9	1	9	2
Not tackling bullying	-	-	36	9	7	-	1	-	-	-	44	9	29	4	31	7
Physical punishment of pupils	1	-	10	3	2	1	-	-	1	-	14	4	12	8	5	1
Safety of children, pupils and students	8	3	49	23	11	4	-	-	5	3	73	33	60	25	51	11
Level and course of education	10	6	44	11	16	1	-	-	2	2	72	20	62	16	35	7
Staffing, assurance of class instruction	7	2	47	7	26	-	-	-	1	-	81	9	28	1	51	15
Material conditions for class instruction (equipment)	2	-	8	-	2	-	-	-	-	-	12	-	6	2	11	2
School operations and organisation of teaching	11	5	44	14	24	4	1	-	4	3	84	26	50	18	25	5
Rules of Order	1	-	7	3	6	2	-	-	-	-	14	5	21	12	13	3
Decisions of head teachers on admission, transfers etc.	4	1	4	3	5	1	-	-	-	-	13	5	12	5	6	1
Not providing services stipulated by education law	-	-	8	3	4	1	-	-	-	-	12	4	7	1	-	-
Education of pupils with special educational needs	4	-	45	21	6	1	1	-	-	-	56	22	32	12	42	9
Education of minorities	-	-	1	1	-	-	-	-	-	-	1	1	-	-	-	-
Discrimination	3	1	10	3	-	-	-	-	-	-	13	4	16	6	41	13
Payments for education and school services	3	2	4	2	2	-	-	-	-	-	9	4	10	3	4	-
Utilisation of state budget funds	1	-	12	1	1	-	-	-	-	-	14	1	4	2	7	3
Provision of meals in schools	-	-	4	-	-	-	-	-	7	1	11	1	6	4	7	1
Political activity	-	-	8	2	-	-	-	-	-	-	8	2	1	1	8	5
Inappropriate promotion/advertisement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
Other complaints	28	4	127	31	37	8	3	1	21	9	216	53	158	45	210	46

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

Tabulka 20a Results of Public-Legal Audits – Comparison of the Number and Results of Audits in Kindergartens with All Other Audited Schools

Monitored indicators	2008		2009		2010	
	Total schools	of which KGs	Total schools	of which KGs	Total schools	of which KGs
Number of entities audited	702	258	676	96	698	93
Total amount of funds from the state budget in CZK allocated to the audited entity	5,595,982,559	668,724,950	8,371,377,139	340,510,064	7,797,560,962	395,268,898
Total amount of funds from the state budget in CZK audited by the CSI	5,482,016,709	641,789,390	7,378,488,274	278,549,947	7,200,929,953	372,514,878
Total amount in CZK of detected irregularities	14,590,015	2,269,893	15,302,418	204,687	86,930,320	7,183,914
Amount in CZK of detected irregularities per CZK 1,000 of audited funds allocated from the state budget	3.067	3.537	2.073	0.7389	12.072	19.285
Violation of budgetary discipline in CZK	11,467,035	96,713	7,044,402	127,625	8,951,384	1,280,441
Violation of budgetary discipline in CZK per CZK 1,000 of audited funds allocated from the state budget	2.411	0.151	0.955	0.461	1.243	3.437
Number of suggestions for further investigations submitted to tax authorities	3	0	8	0	8	0
Number of suggestions for further investigations submitted to regional authorities	27	3	86	4	87	11

Tabulka B 20b Results of Public-Legal Audits – Comparison of the Number and Results of Audits in Basic Schools with All Other Audited Schools

Monitored indicators	2008		2009		2010	
	Total schools	of which BSs	Total schools	of which BSs	Total schools	of which BSs
Number of entities audited	702	154	676	100	698	188
Total amount of funds from the state budget in CZK allocated to the audited entity	5,595,982,559	1,670,606,272	8,371,377,139	1,852,298,770	7,797,560,962	2,287,513,229
Total amount of funds from the state budget in CZK audited by the CSI	5,482,016,709	1,406,034,975	7,378,488,274	1,282,872,249	7,200,929,953	2,163,995,110
Total amount in CZK of detected irregularities	14,590,015	1,720,991	15,302,418	1,614,388	86,930,320	6,931,173
Amount in CZK of detected irregularities per CZK 1,000 of audited funds allocated from the state budget	3.067	1.224	2.073	1.258	12.072	3.203
Violation of budgetary discipline in CZK	11,467,035	1,428,002	7,044,402	1,159,088	8,951,384	1,308,364
Violation of budgetary discipline in CZK per CZK 1,000 of audited funds allocated from the state budget	2.411	1.001	0.955	0.904	1.243	0.605
Number of suggestions for further investigations submitted to tax authorities	3	0	8	0	8	0
Number of suggestions for further investigations submitted to regional authorities	27	8	86	20	87	31

Tabulka B 20c Results of Public-Legal Audits – Comparison of the Number and Results of Audits in Secondary Schools with All Other Audited Schools

Monitored indicators	2008		2009		2010	
	Total schools	of which SSs	Total schools	of which SSs	Total schools	of which SSs
Number of entities audited	702	51	676	42	698	52
Total amount of funds from the state budget in CZK allocated to the audited entity	5,595,982,559	1,295,403,229	8,371,377,139	1,122,833,547	7,797,560,962	1,114,633,788
Total amount of funds from the state budget in CZK audited by the CSI	5,482,016,709	1,108,753,502	7,378,488,274	851,722,985	7,200,929,953	937,735,506
Total amount in CZK of detected irregularities	14,590,015	625,488	15,302,418	1,523,562	86,930,320	576,375
Amount in CZK of detected irregularities per CZK 1,000 of audited funds allocated from the state budget	3.067	0.564	2.073	1.779	12.072	0.62
Violation of budgetary discipline in CZK	11,467,035	333,446	7,044,402	29,675	8,951,384	2,795
Violation of budgetary discipline in CZK per CZK 1,000 of audited funds allocated from the state budget	2.411	0.301	0.955	0.035	1.243	0.003
Number of suggestions for further investigations submitted to tax authorities	3	0	8	0	8	1
Number of suggestions for further investigations submitted to regional authorities	27	4	86	8	87	4

Tabulka B 21 Summary Findings of Survey concerning Selected Indicators of Conditions, the Course and Results of Education in Tertiary Professional Schools

Monitored indicators	Answer	Total – 110	Public-funded – 74	Private – 27	Church – 9
Total number of accredited education programmes	Integer	264	181	73	10
Innovations introduced in education programmes in last 3 years	Yes (%)	75.5	78.4	66.7	77.8
Number of branches of education in which students have to pass admission examination	Integer	138	103	27	8
The real number of students on the date of the survey	Integer	15,802	11,117	3,854	831
of whom in daily form of education	Integer	11,539	8,418	2,376	565
	i.e. %	73.0	75.7	61.7	68.0
Number of students who failed absolutorium (graduation examination) in the school year 2009/2010	Integer	256	178	64	14
School monitors graduates in the labour market	Yes (%)	50.0	55.4	33.3	55.6
Graduates continuing their studies in higher education institutions (the share of the total number of graduates in the school year 2009/2010) */	Integer	368	283	56	29
	i.e. %	25.3	24.5	31.5	24.8
Found jobs (the share of the total number of graduates in the school year 2009/2010)*/	Integer	1,032	831	115	86
	i.e. %	71.1	71.8	64.6	73.5
registered by Labour Offices (the share of the total number of graduates in the school year 2009/2010)*/	Integer	52	43	7	2
	i.e. %	3.6	3.7	3.9	1.7
School provides support to socially disadvantaged students	Yes (%)	46.4	52.7	22.2	66.7
Number of students with reduced or waived tuition fees	Integer	297	251	36	10
Total school expenditure in 2010 (CZK) – **data from 84 schools!**	Total	1,371,778,810	1,151,095,085	148,785,387	71,898,338
	Of the number of schools	84	58	17	9
	Average number per school	16,330,700	19,846,466	8,752,081	7,988,704
of which funds allocated from the state budget (CZK)	Integer	1,116,584,024	979,292,916	83,179,608	54,111,500
	i.e. %	81.4	85.1	55.9	75.3
School has been involved in EU projects in the last two years– extension and improvement of education	Yes (%)	63.6	71.6	48.1	44.4

/ The data are only from the schools which **monitor abilities of their graduates to compete in the labour market.*

Tabulka B 22a Evaluation of School Climate at the School Level

Monitored indicators	KGs – 274 / 325		BSs – 364 / 372		SSs – 151 / 124	
	2010/2011	2009/2010	2010/2011	2009/2010	2010/2011	2009/2010
Good interpersonal relations in school						
absolutely no – 1	0.4	0.5	0.6	0.4	0.0	0.4
mostly no – 2	2.9	1.7	3.1	2.4	5.3	2.1
mostly yes – 3	46.7	39.5	61.3	52.7	71.7	49.3
absolutely yes – 4	50.0	58.3	35.0	44.5	23.0	48.2
average	3.46	3.56	3.31	3.41	3.20	3.30
standard deviation	0.57	0.56	0.56	0.56	0.51	0.52
Good environment and care for the school environment						
absolutely no – 1	0.0	1.1	0.3	0.5	0.0	0.7
mostly no – 2	1.8	5.7	1.4	5.8	3.9	6.0
mostly yes – 3	45.2	44.5	54.9	54.0	73.2	52.3
absolutely yes – 4	53.0	48.7	43.4	39.7	22.9	40.9
average	3.51	3.41	3.41	3.33	3.27	3.15
standard deviation	0.53	0.65	0.54	0.60	0.49	0.56
Coexistence with school						
absolutely no – 1	0.4	0.8	0.0	0.6	0.0	0.8
mostly no – 2	1.8	2.4	1.1	2.4	3.3	2.5
mostly yes – 3	46.7	29.7	62.3	41.3	78.1	37.8
absolutely yes – 4	51.1	67.2	36.6	55.8	18.5	58.9
average	3.49	3.63	3.35	3.52	3.15	3.40
standard deviation	0.55	0.57	0.50	0.58	0.44	0.63

Tabulka B 22b Evaluation of School Climate at the Class Level

Type of school/level of education	**KGs**	**BSs**	**SSs**
Number of class observations	**2,074**	**5,795**	**3,713**
Democratic environment, mutual communication, stimulate interest in teaching *(findings from class observations)*			
absolutely no – 1	0.8	0.7	1.8
mostly no – 2	4.2	4.8	9.1
mostly yes – 3	38.0	48.3	55.4
absolutely yes – 4	56.9	46.1	33.8
average	**3.51**	**3.40**	**3.21**
standard deviation	0.62	0.62	0.67

Tables B 23a-d Overview of Mistakes Made by Schools – Numbers of Deadlines Granted to Schools to Remove Deficiencies

Tabulka B 23a Education Act

Monitored Indicator	KGs 17	BSs 46	SSs 33
Sec. 28 – Documentation of Schools and School Facilities	-	-	-
Sec. 30 – School Rules of Order, Internal Rules of Order, and Scholarship Rules	-	1	3
Sec. 164 – Head Teachers of Schools/School Facilities	1	2	1
Sec. 165 – Head Teachers of Schools/School Facilities	1	-	1
Sec. 166 – Head Teachers of Schools/School Facilities	-	-	1
Sec. 167 – School Board	-	-	1
Sec. 168 – School Board	-	-	1
Sec. 59 – Conditions of Admission to Secondary Schools	-	-	-
Sec. 60 – Admission to the First Grade of Education at Secondary Schools	-	-	-
Sec. 72 – Ways of Completing Secondary Education	-	-	-
Sec. 74 – Final Examination	-	-	1
Sec. 5-6 – School Education Programme	-	6	4
Sec. 41 – Individual Education	-	-	-
Total number of deficiencies for removal of which deadlines were granted	**2**	**9**	**13**

Tabulka B 23b Public-Legal Audits

Monitored Indicator	KGs 6	BSs 14	SSs 8
Binding indicators were not respected	-	-	1
Financial resources were not used legitimately	-	-	1
Legal regulations laying down the rules for drawing on state budget were not adhered to	-	-	1
Funds from the state budget were not duly reported	-	-	1
Shortcomings pertaining to staffing were found	-	-	-
Total number of deficiencies for removal of which deadlines were granted	**-**	**-**	**4**

Tabulka B 23c Meals Provided by Schools

Monitored Indicator	KGs 10	BSs 17	SSs 5
Limit for purchase of food was not respected	3	7	1
Financial limits were not respected	1	5	-
Conditions for provision of meals in schools were not respected	-	2	-
Discrepancies in accounting were found	-	3	-
Total number of deficiencies for removal of which deadlines were granted	**4**	**17**	**1**

Tabulka B 23d Total Numbers of Granted Deadlines

Monitored area	KGs	BSs	SSs
Education Act	2	9	13
Public-legal audits	-	-	4
Provision of school meals	4	17	1
Total number of deficiencies for removal of which deadlines granted	**6**	**26**	**18**

Tabulka B 24a Overview of Shortcomings Found in the Area of Occupational Health and Safety (OHS)

Monitored indicator	KGs	BSs	SSs
Number of schools where OHS was reviewed	103	121	50
Incorporation of OHS in education documents BOZ	-	-	-
Incorporation of OHS in Rules of Order/Internal Rules (Sec. 30 (1) (c) of the Education Act)	2	1	-
Compliance of education of teachers in the area of BOZ with legal regulations	1	4	2
Instructing children and pupils about OHS rules, provability (Sec. 29 (2) and Sec. 30 (3) of the Education Act)	1	1	1
Informing pupils on measures to be used in emergencies and fire	2	-	-
Training of activities concerning emergencies and fires in schools	22	8	1
Attention paid to prevention of risk in OHS in schools/school facilities (Sec. 29 (1) and (2) of the Education Act)	-	2	4
Adoption of measures aimed at reduction in risks in OHS in schools (Sec. 29 (1) and (2) of the Education Act)	1	2	2
Checks whether measures adopted to eliminate or alleviate risks identified by head teachers or by teachers authorised by the head teacher are met	4	2	1
Compliance of procedures of schools/school facilities adopted to prevent school injuries with legal regulation (Sec. 29 (3 of the Education Act, Decree No. 64/2005 Coll.)	3	15	13
Safety of school/school facility premises (Sec. 29 (1 of the Education Act)	17	19	11
Sufficient furnishings and equipment in terms of OHS (Sec. 29 (1) of the Education Act)	2	8	1
OHS requirements in school sports facilities are respected (Sec. 29 (1) and (2) of the Education Act)	7	11	1
OHS requirements in sports facilities of other entities but used by the school/ school facility are respected (Sec. 29 (1) and (2) of the Education Act)	2	2	1
When participants in education are transferred to and from sports facilities OHS requirements are respected (Sec. 29 (1) and (2) of the Education Act, vyhlášky pro jednotlivé stupně vzdělávání)	-	-	1
OHS of participants in sports events, tourist trips and other out of school/school facility activities is respected Sec. 29 (1) and (2) of the Education Act; the Decrees for individual levels of education)	-	1	-
OHS requirements for safety of workshops/workplaces for practical training are respected (Sec. 29 (1) and (2) of the Education Act)	-	-	1
OHS requirements for safety of workshops/workplaces of other entities used for practical training of schools/ school facilities are respected (Sec. 29 (1) and (2) of the Education Act)	-	1	-
When implementing practical training OHS is respected (Sec. 29 (1) and (2), Sec. 65 (3) and Sec. 96 (3) of the Education Act, the Labour Code)	-	-	-
Pupils are provided with protective clothing and aids in compliance with legal regulations (Sec. 65 (3) and Sec. 96 (3) of the Education Act, Sec. 104 of the Labour Code)	-	2	2
Pupils required to participate in practical training undergo initial medical checks (Sec. 65 (3) and Sec. 96 (3) of the Education Act and Sec. 247 of the Labour Code)	-	1	-

Note: Figures assigned to individual items present numbers of schools (KGs, BSs and SSs) where shortcomings were detected in relation to the given indicators during comprehensive OHS checks.

Tabulka B 24b Total Numbers of Deadlines Granted in the Area of OHS

Monitored area	KGs	BSs	SSs
Staffing pertaining to the area of OHS	5	5	3
Instructions provided to children and pupils in relation to OHS	15	2	3
Safety of school premises	44	62	25
School injuries	13	34	28
Safety during after school/out of school activities	2	4	-
Total number of shortcomings for removal of which deadlines were granted	79	107	59

Annex 1

Criteria for Evaluation of Conditions, Course and Results of Education in the School Year 2010/2011

	Evaluation criteria[1)]	Signs showing that criteria are met	Legal fundamentals
1	**Equal opportunities for education**	*The school gives truthful information on educational provision and on the enrolment proceedings using a method so that information is accessible to all applicants; admission of applicants is in compliance with valid regulations.* *The school adopts measures according to the needs of children, pupils and students on the basis of recommendations issued by school advisory facilities and in compliance with the results of school self-evaluation of the specific needs of individuals.* *The school identifies and registers children/pupils/students with special education needs and gifted children/pupils/students recorded in school documents and adopts effective measures for creating conditions for their successful development.* *The school takes into account the outside environment (social, regional), real conditions and the possibilities of the school which can affect the educational achievement of children/pupils/students.* *The school has effective preventive systems focused on restrictions of risky behaviour (in particular bullying, abuse of narcotic substances, and truancy), school injuries and school failure and monitors how such systems are implemented.*	Sec. 2 (1) (a) and (b) *Principles and Goals of Education*, Sec. 5 *School Education Programmes*, Sec. 16 *Education of Children, Pupils and Students with Special Education Needs*, Sec. 17 *Education of Gifted Children, Pupils and Students*, Sec. 29 (1) *Safety and Health Protection in Schools and School Facilities and* Sec. 30 *School Rules of Order, Internal Rules of Order and Scholarship Rules* of the Education Act.[2)] Further legal regulations Decree No.73/2005 Coll.[2a)], Decree No.72/2005 Coll.[2b)]; relevant FEPs, Sec. 150 *Removal from the Register of Schools and School Facilities* of the Education Act. **KGs** Sec. 34 of the Education Act, *Organisation of Pre-school Education* **BSs** Sec. 36 of the Education Act *Satisfying Compulsory School Attendance and* 37 of the Education Act. *Postponement of Compulsory School Attendance* **SSs and conservatories** Sec. 60 to 64 *Admission to the First Grade of Education in Secondary Schools,* Sec. 72 and following *Manners of Completing Secondary Education*, Sec. 88 *Admission to Education in Conservatoires* , Sec. 90 *Absolutorium (the Graduation Examination) in Conservatories*, Sec. 93 and following *Admission to Education in Tertiary Professional Schools* and Sec. 101 and following *Accomplishment of Tertiary Professional Education;* Decree No.671/2004 Coll.[2c)], Decree No.177/2009 Coll.[2d)], Decree No.47/2005 Coll.[2e)]

1) Individual criteria for evaluations are used in relation to the nature of the evaluated school and/or school facility (hereinafter referred to as "school").
2) Act No.561/2004 Coll., on Pre-school, Basic, Secondary and Tertiary Professional and Other Education (the Education Act), as amended
2a) Decree No.73/2005 Coll. on the Education of Children, Pupils and Students with Special Education Needs and Exceptionally Gifted Children, Pupils and Students
2b) Decree No.72/2005 Coll. on Providing Advisory Services in Schools and School Advisory Facilities
2c) Decree No.671/2004 Coll. laying down Details on Organisation of Enrolment Proceedings to Education in Secondary Schools, as amended
2d) Decree No.177/2009 Coll. on Detailed Conditions for Completing Education in Secondary Schools by the School-Leaving Education, as amended
2e) Decree No.47/2005 Coll., on Completing Education in Secondary Schools by the Final Examination and on Completing Education in Conservatories by Absolutorium

2	**School education programmes (education programmes)**	*SEPs in the provision of education by the school correspond to the records in the Register of Schools and School Facilities.* *SEPs have the required structure and are developed in compliance with the Education Act.* *SEPs are developed in compliance with principles of FEP (results of the comparative analysis).* *SEPs and their arrangement focus on the goals of education and on the support for the development of pupils' personality.* *The school identifies strengths and weaknesses in the context of the preparation and implementation of their SEPs (SWOT, ISO, CAF and so forth).* *Changes made in SEPs are justified and the adopted measures are based on school self-evaluation, principles and goals of the valid Education Act and priorities of the development of education expressed, for example, in Long-term Policy Objectives and the Long-term Policy Objectives of individual regions.* *The school creates a positive climate for meeting the goals encompassed in SEPs.*	Sec. 5 *School Education Programmes*, Sec. 142 (1) *Effects of a Recording in the Register of Schools and School Facilities* of the Education Act. Further legal regulations Decree No.74/2005 Coll.[2f)], Decree No.108/2005 Coll.[2g)], relevant FEPs, Sec. 150 *Removal from the Register of Schools and School Facilities* of the Education
3	**School management**	*The level of management corresponds to the type of school; decision-making powers are harmonised with executive competences and relevant resources; the organisational structure supports the current needs and strategic objectives of school development.* *School management evaluates and introduces innovations into strategies and plans for the implementation of SEPs on an ongoing basis.* *Other employees of the school participate in strategic management and self-evaluation; internal regulations (for example the Rules of Order) describe the rights and obligations of all participants of education well; there is regular monitoring and evaluation of whether such regulations are respected (for example Pedagogical Boards).* *The school reports true data on its activities (for example statistical reporting), the structures of Annual Reports of schools are correct and Annual Reports are based on the results of self-evaluation or on the basis of findings gathered from external evaluations and checks.* *School management implemented measures adopted to remove deficiencies detected by the Czech School Inspectorate in the past period.*	Sec. 10 *Annual Report*, Sec. 12 (2) *Evaluation of Schools, School Facilities and the System of Education*, Sec. 28 (5) *Documentation of Schools and School Facilities* , Sec. 30 *School Rules of Order and Scholarship Rules*, and Sec. 164 *Head teachers of Schools and Directors of School Facilities* of the Education Act. Further legal regulations Sec. 150 *Removal from the Register of Schools and School Facilities* of the Education Act. **BSs, SSs and TPSs** Decree No.15/2005 Coll.[2h)]

2f) Decree No.74/2005 Coll. on Education in After-School Centres/Clubs, as amended
2g) Decree No.108/2005 Coll. on School Educational and Boarding Facilities and School Facilities for Special Purposes
2h) Decree No.15/2005 Coll. laying down Requirements for Long-Term Policy Objectives, Annual Reports and School Self-evaluation, as amended

4	**Staffing conditions**	*The school adopts measures to remove staffing risks in compliance with the results of self-evaluation (for example professional qualifications of teachers, age structure, possibilities for covering lessons, employee turnover, the rate of injuries).* *The school system of remuneration supports the implementation of SEP (i.a. assessment of the impacts of e.g. absence, possibilities for covering lessons, use of extra hours).* *The school systematically supports fresh teachers who have taught for less than three years.* *The structure and use of working hours of teachers are in compliance with valid regulations (for example direct and indirect pedagogical activities).* *Teachers participate in the further education of teachers; the school system of the further education of teachers is in compliance with the results of self-evaluation and supports the implementation of SEPs.* *The further education of teachers improves information literacy and communication in a foreign language; it focuses on the extension of specialisations of teachers (for example educational advisor, ICT coordinator, SEP coordinator, teachers of special pedagogy, pedagogical staff responsible for guidance in the area of prevention).* *The school supports the mobility of teachers (for example fellowships abroad, ISIC, EUROPASS, teachers' exchanges).*	Sec. 164 (1 (c) and (e) *Head teachers of Schools and Directors of School Facilities* of the Education Act, Act on Pedagogical Staff[3)] Further legal regulations Decree No. 317/2005 Coll.[3a)]; Government Regulation No.75/2005 Coll.[3b)], relevant FEP.
5	**Material prerequisites**	*The school provides a safe environment for the education and healthy social, psychological and physical development of children/pupils/students within all events organised by the school.* *The school has implemented measures adopted to maintain and improve spaces for education in compliance with OHS regulations, fire protection, requirements for barrier free schools and in compliance with the results of self-evaluation or external checks.* *The school renews and develops material and technological conditions for the implementation of SEPs in compliance with the Education Act and FEP.* *The school renews ICT and supports its use in class teaching and in administration.*	Sec. 29 (1) and (2) *Safety and Protection of Health in Schools and School Facilities* of the Education Act. Further legal regulations Decree No.410/2005 Coll.[3c)], relevant FEP, Sec. 150 *Removal from the Register of Schools and School Facilities* of the Education Act Sec. 23 *Organisation of Schools* of the Education Act and KGs Decree No.14/2005 Coll.[3d)] **BSs** Decree No.48/2005 Coll.[3e)] **SSs and conservatories** Decree No.13/2005 Coll[3f)]

3) Act No.563/2004 Coll. on Pedagogical Staff and on the Amendment to Some Other Acts, as amended
3a) Decree No.317/2005 Coll., on Further Education of Teachers, the Accreditation Commission and the Career System of Pedagogical Staff, as amended
3b) Government Regulation No.75/2005 Coll. on Specifying the Scope of Direct Teaching, Direct Educational, Direct Pedagogical and Direct Pedagogical and Psychological Activities of Pedagogical Staff, as amended
3c) Decree No.410/2005 Coll., on hygienic requirements for rooms and operations of facilities and workshops for education and training of children and juveniles, as amended
3d)Decree No.14/2005 Coll. on Pre-school Education, as amended
3e)Decree No.48/2005 Coll. on Basic Education and Some Requirements for Compulsory School Attendance, as amended
3f) Decree No.13/2005 Coll., on Secondary Education and Education in Conservatoires, as amended

6	**Financial prerequisites**	*The school specifies priorities according to its budget and adopts measures in compliance with the results of self-evaluation and internal audits; conceptual objectives of the development are approved by the founder and the School Board.* *The school uses financial resources allocated from the state budget in a cost-effective manner and in compliance with the purpose for which they were allocated.* *The school correctly uses options given by economic activities, MEYS and ESF development projects, monitors and assesses their contribution to the implementation of SEPs.* *Other natural persons and legal entities participate in the funding of the school in compliance with valid regulations (the share of the contribution from the budget of the founder, donations, payments of parents, pupils and students).* *The school monitors some expenditure of the school incurred in selected areas according to the priorities of the Long-term Policy Objectives, the Long-term Policy Objectives of the Region (consistency of the budget and strategic priorities).*	Sec. 160 to 163 *Financing Schools and School Facilities from the State Budget* of the Education Act, Act No.306/1999 Coll.[4)] Further legal regulations Act No.563/1991 Coll.[4a)], Sec. 23 *Organisation of Schools* of the Education Act and Decree No.14/2005 Coll., Decree No.48/2005 Coll., Decree No.13/2005 Coll., Sec. 150 *Removal from the Register of Schools and School Facilities* of the Education Act.
7	**Effective organisation of education**	*The school delivers curricula (compulsory subjects of curricula) according to the approved education programmes and in compliance with the Education Act and FEP.* *The school provides compulsory school subjects and monitors the contribution of educational areas to the development of key competences (the Czech language, mathematics, the English language).* *Utilisation of available hours, provision of non-compulsory and optional subjects in compliance with the goals and the profile of SEPs and supports the successful achievement of children/pupils/students.* *The school organises corresponding education for children/pupils/students with SEN as well as for gifted children/pupils/students by means of appropriate forms.* *The school has a strategy for home preparation.* *The school adopts measures to remove social and health and safety barriers in the course of education.*	Sec. 7 (2) *The System of Education, Schools and School Facilities*, Sec. 16 *Education of Children, Pupils and Students with Special Education Needs,* and Sec. 17 *Education of Gifted Children, Pupils and Students,* of the Education Act. Further legal regulations Relevant FEP, Decree No.73/2005 Coll., Decree No.14/2005 Coll., Decree No.48/2005 Coll., Decree No.13/2005 Coll., Sec. 150 *Removal from the Register of Schools and School Facilities* of the Education Act.

4) Act No.306/1999, o Provision of Subsidies to Private Schools, Pre-school and School Facilities, as amended
4a) Act No.563/1991 Coll., on Accounting, as amended

8	**Effective support for the development of personality of children/pupils/students**	*The school, in cooperation with school advisory facilities, provides information and consultancy assistance in the matters concerning education and provides assistance when there is a change in the education programme.* *Teachers apply regulations encompassed in the School Rules of Order and pedagogic diagnostics when assessing the educational achievement of children/pupils/students.* *Forms of education allow for enhancement of the education process on the basis of results achieved in science, research and development.* *Effective contemporary methods and approaches are applied in the course of education.* *Teachers create opportunities for individual education.* *When teaching, teachers apply differentiated activities.* *Teachers motivate children/pupils/students to use different educational and leisure time activities that they are interested in.*	Sec. 2 (1 (b), e) and (f) *Principles and Goals of Education* and Sec. 116 *School Advisory Facilities* of the Education Act, Decree No.72/2005 Coll.[5)] Further legal regulations Relevant FEP
9	**Partnership**	*The school cooperates with statutory representatives of young children and pupils, parents of adult pupils and students or with persons who have a duty to support and maintain adult pupils and students, (provision of information, involvement in school bodies, communication with school, joint events of the school and families).* *The school adopts measures on the basis of evaluations conducted by the founder (mutually agreed evaluation criteria, partnership projects).* *The school cooperates with the School Board (BSs, SSs and TPSs) if the School Board has been established pursuant to the Education Act and adopts measures on the basis of suggestions of such a School Board (opinions on SEPs, approval of Annual Reports, approval of rules for evaluations, participation in the development of strategic/conceptual objectives).* *The school supports the establishment of pupils' and students' self-government and allows pupils and students to participate in school management.* *When developing further provision of education the school cooperates with other partners (for example practical training, leisure activities adapted according to the interests of children/pupils/students and so forth).*	Sec. 12 *Evaluation of Schools, School Facilities and the System of Education,* Sec. 21 *Rights of Pupils, Students and Statutory Representatives of Underage Pupils*, Sec. 167 and following. *School Board* of the Education Act. Further legal regulations Relevant FEP

5) Decree No.72/2005 Coll. on Providing Advisory Services in Schools and School Advisory Facilities

10	Effective support for development of functional literacy of children/pupils/students	*The school evaluates results and supports the development of knowledge, skills and attitudes in social literacy.* *The school evaluates results and supports the development of knowledge, skills and attitudes in natural science literacy.* *The school evaluates results and supports the development of knowledge, skills and attitudes in reading literacy.* *The school evaluates results and supports the development of knowledge, skills and attitudes in mathematical literacy.* *The school evaluates results and supports the development of communication in foreign languages.* *The school evaluates results and supports the development of knowledge, skills and attitudes in information literacy.*	Sec. 2 (1 (g) *Principles and Goals of Education* of the Education Act. Further legal regulations Relevant FEP
11	**Systematic evaluations of individual and group education achievement of children/pupils/ students**	*The school monitors the success of children and pupils when they enrol in the higher level of education (1st grades).* *The school strives to find out and evaluates the level of outcomes and results of education defined in FEP (for example examination before the Examination Board, school tests, national and international surveys).* *The school uses opportunities to compare the evaluation of results from several sources (for example the Pedagogical Board, school advisory facilities, the founder, pupils, parents, students, the School Board).* *The school provides early support to children/pupils/students exhibiting risks of failures.*	Sec. 2 (1) (b) and (g) *Principles and Goals of Education* of the Education Act. Further legal regulations Relevant FEP
12	**Systemic evaluations of overall results of education of the given school**	*The school ensures through SEPs implemented in three consecutive years that their children/ pupils/students are successful and that implemented SEPs are in compliance with requirements laid down in FEP.* *The school achieves the required outcomes in the selected subjects of the curriculum (the Czech language, the English language, mathematics) according to SEPs during a three-year period and in compliance with the results of school self-evaluation.* *Over three consecutive years the school monitors the overall and group achievement of children/pupils/students who are about to complete the relevant level of education.* *The school monitors the effectiveness and success of school systems of OHS, the prevention of risky behaviour and school failures.* *The school uses the results of external evaluation of educational achievement (for example by using opportunities for comparisons of results with other schools at regional, national and/or international levels).* *The school presents their results publicly /or on web pages).*	Sec. 2 (1) (g) *Principles and Goals of Education*, Sec. 10 *Annual Report* and Sec. 12 *Evaluation of Schools, School Facilities and the System of Education* of the Education Act. Further legal regulations Relevant FEP

Annex 2

Amendments to Legal Provisions Relating to Education which Came into Effect during the School Year 2010/2011

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

The amendments did not have any significant impact on education and/or school services provided by schools and school facilities:

- Act No. 427/2010 Coll. amending Act No. 326/1999 Coll. on the Residence of Foreign Nationals in the Czech Republic and on the Amendment to Some Other Acts, as amended, Act No. 325/1999 Coll. on Asylum and on the Amendment to Act No. 283/1991 Coll. on the Police of the Czech Republic, as amended, (the Act on Asylum), as amended, and other relating acts. (This came into effect on 1st January 2011.)
- Amendment as a follow up to the amendment to the Act on the Residence of Foreign Nationals.
- Act No. 73/2011 Coll. on Labour Offices of the Czech Republic and on the Amendment to Some Other Related Acts. (This came into effect on 25th March 2011.)
- Terminological changes in relation to Labour Offices.

Amendment to Act No. 563/2004 Coll. on Pedagogical Staff and on the Amendment to Some Other Acts, as amended:

- 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 other 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 the Higher Education Act), as amended. (This came into effect on 1st July 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 standard teaching hours (teaching load) stipulated by law; amendment to terminology.

This Act came into effect in the school year 2009/2010, but with the substantial impact seen from the school year 2010/2011.

New Government Regulation No. 211/2010 Coll. on the System of the Field of Education in Basic, Secondary, Tertiary Professional Education:

- This came into effect on 1st September 2009.
- It replaced Government Regulation No. 689/2004 Coll. on the System of the Field of Education in Basic, Secondary, Tertiary Professional Education (including all amendments).
- A substantial update of the currently valid Government Regulation while taking into account the adopted Framework Education Programmes.

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

- Decree No. 54/2011 Coll. amending Decree No. 177/2009 Coll. on Detailed Conditions for Completing Education in Secondary Schools by the School-leaving Examination, as amended. (This came into effect on 10th March 2011).
- Inaccuracies in some provisions were clarified, administration was slightly decreased, a checklist on the common part of the school-leaving examination was newly published.

Amendment to Decree No. 47/2005 Coll. on Detailed Conditions on Completing Education by the School-leaving Examination in Secondary Schools and by Absolutorium (Graduation Examination) in Conservatoires:

- Decree No. 126/2011 Coll. amending Decree No. 47/2005 Coll. on Completing Education by the School-leaving Examination in Secondary Schools and by Absolutorium (Graduation Examination) in Conservatoires. (This came into effect on 1st June 2011).
- Deadlines for final thesis were specified.

Amendment to Decree No. 72/2005, on Providing Advisory Services in Schools and School Advisory Facilities:

- Decree No. 116/2011 Coll. amending Decree No. 72/2005 Coll. on Providing Advisory Services in Schools and School Advisory Facilities. (This came into effect on 1st September 2011).
- Substantial changes were made to the concept of providing consultancy/advisory services, changes in terminology, inter alia, more detailed amendment of obligations to provide pupils or the statutory representatives of pupils who have not reached their majority with information on the provision of advisory services, on time limits for the provision of advisory services upon request, on the extension of obligatory documentation, obligation to directly propose supportive or balancing measures, and some other issues.
- This Decree will be applied in the school year 2011/2012.

Amendment to Decree No. 73/2005, on the Education of Children, Pupils and Students with Special Education Needs and Exceptionally Gifted Children, Pupils and Students:

- Decree No. 147/2011 Coll. amending Decree No. 73/2005 Coll. on the Education of Children, Pupils and Students with Special Education Needs and Exceptionally Gifted Children, Pupils and Students. (This came into effect on 1st September 2011).
- A substantial and extensive amendment which, inter alia, includes: balancing and supportive measures should differ; a medium-heavy mental disorder was added; it is explicitly regulated that pupils without health impairments cannot be educated according to the education programme for pupils with health impairments and disabled pupils; the option to include pupils without health impairments in special schools, classes etc. is restricted and regulated in full detail; activities of teacher's assistants also include help with self- service of pupils and their movement; an option to merge grades of the elementary level and the second level in classes for pupils with health impairments was defined; the obligation to provide information is rigidly regulated - see informed consent; a limit on the number of pupils with health impairments in mainstream classes is also newly specified for kindergartens, and some other amendments.
- This Decree will be applied in the school year 2011/2012.

Amendment to Decree No. 74/2005 Coll. on Education in After-School Centres/ Clubs, as amended:

- Decree No. 109/2011 Coll. amending Decree No. 74/2005 Coll. on Education in After-School Centres/ Clubs. (This came into effect on 31st August 2011.)
- Children attending preparatory classes as well as preparatory classes of special schools can newly attend after-school centres or school clubs.
- *This Decree will be applied in the school year 2011/2012.*

Amendment to Decree No. 108/2005 Coll. on School Educational and Boarding Facilities and School Facilities for Special Purposes:

- Decree No. 436/2010 Coll. amending Decree No. 108/2005 Coll. on School Educational and Boarding Facilities and School Facilities for Special Purposes (a part of this Decree will come into effect on 1st January 2011 and another on 1st September 2011).
- From 1st January 2011: the possibility of placing pupils attending the second level of basic schools in the boarding house (dormitory). From 1st September 2011: cancellation of the regulation of the preparatory classes of special basic schools as a type of school facility for special purposes; simplification of accounting of fees; a deadline for filing applications for boarding houses will be published online.
- This Decree will be partially applied in the school year 2010/2011.

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

- Decree No. 205/2010 Coll. amending Decree No. 159/2010 Coll. amending Decree No. 223/2005 Coll. on Some Certificates on Education, as amended. (This came into effect on 1st July 2010).

Reflects new school-leaving examinations.

This came into effect in the school year 2009/2010, but its impact was seen from the school year 2010/2011.

Amendment 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 School Vital Registers (the Decree on Documentation of Schools and School Facilities), as amended (a part of this Decree came into effect on 1st January 2011).

Forms were shortened.

This came into effect in the school year 2008/2009, but its partial impact was seen from the school year 2010/2011.

Amendments to Decree No. 492/2005 Coll. on Regional Normative (per capita) Funding, as amended:

- Decree No. 11/2011 Coll. amending Decree No. 492/2005 Coll. on Regional Normative (per capita) Funding, as amended. (This came into effect on 31st January 2011).
- One normative unit is newly also one pupil accommodated in the boarding house for youth who is at the same time educated in a basic school.
- Decree No. 110/2011 Coll. amending Decree No. 492/2005 Coll. on Regional Normative (per capita) Funding, as amended. (This came into effect on 31st August 2011.)

One normative unit is newly also one child placed in the after-school centre/club who was admitted for regular attendance.

- *This Decree will be applied in the school year 2011/2012.*

Changes in Other Areas

Framework Education Programmes

Framework Education Programmes have been amended and new Framework Education Programmes have been issued:

FEPs published in the school year 2009/2011, but impacts on teaching practice were seen in the school year 2010/2011

- The amendment to the Framework Education Programme for Basic Education (ethical education has been incorporated);
- The new Framework Education Programme for Basic Schools of Music and Arts;
- The new Framework Education Programme for One-Year and Two-Year Practical Schools.

Annex 3

Legislative Suggestions and Comments Provided by the Czech School Inspectorate in the School Year 2010/2011

In the school year 2010/2011 the Czech School Inspectorate (CSI) submitted to the Ministry of Education, Youth and Sports (the MEYS) suggestions and comments pertaining to the areas described below 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 September 2010, as a follow up to financial audits, the CSI drew up and submitted to the MEYS a suggestion on how to adjust the provision of resources from the state budget to school meals. The aim was to ensure a comparable method for the calculation of subsidies provided for school meals in public-funded, church as well as in private schools where the subsidy should be allocated on the basis of the number of meals served instead of the number of boarders (who are often only formally included on the lists of canteens).
2. In December 2010, as a follow up to findings gathered through inspections, the CSI drew up and submitted to the MEYS suggestions for the amendments of the following points:
    a. Specifications of obligations on school facilities to develop education programmes. The CSI considers the obligation to develop school education programmes as being an extra administrative burden. It applies mainly to school facilities which provide education but doing so use school education programmes of the relevant schools (for example when pupils are taken to recreational facilities outside their towns, swimming schools etc.). The CSI considers that some administrative burden is unnecessary for school facilities providing institutional education or protective care. Such facilities process specific documentation, inter alia, an annual plan of educational activities, internal rules encompassing daily and weekly programmes, rules for the organisation of visitors, and so forth. With regard to the system of placing children in these facilities a school education programme as basic information for applicants has lost its sense.
    b. The CSI also considers the requirement to specify the material, personnel and economic conditions and conditions of safety and protection of health in school education programmes as an unnecessary administrative burden. Such a description can vary over time while education programmes are long-term documents. Thus it is inevitable that the relevant school education programme contains only a general description without any specific evidencing value. Moreover, such a general description results from the Education Act and from the School Rules of Order and School Internal Rules.
3. In December 2010 the CSI drew up and submitted to the MEYS comments relating to the proposed amendment to the Education Act (at the time when this Report is being written and published the draft amendment is being discussed in Parliament). The CSI does not agree with the abolition of the option to take

back an enrolment card. With regard to prescribed deadlines it can lead to real restriction of the choice of the applicant. The CSI also pointed out that the proposed amendments are not conceptual, are not well justified and do not have links to relevant provisions.

4. In February 2011 the CSI drew up comments concerning the MEYS proposal of the 2011 Long-term Policy Objectives of Education and Development of the Education System in the Czech Republic. The CSI mainly highlighted the vaguely formulated priorities and the absence of indicators to assess the required standard. Further, the CSI noted that the objectives do not sufficiently take into account economic possibilities and impacts and they do not reflect the legal status (moreover, nor do they propose real amendments de lege ferenda).
5. In April 2011, as a follow up to the monitoring of preparations for the school-leaving examination in 2011 (including mock school-leaving examination in 2010), the CSI drew up and submitted to the MEYS suggestions and comments relating to the situation pertaining to the school-leaving examination. The CSI drew particular attention to the risks arising from technical and organisational problems and from unclear legal status in some areas (the identity of the person who received test documents was not verified, outdated data of the Centre for Evaluation Information on Education concerning addresses of schools, the time for taking over documents is not always met, the content of the documentation delivered is incomplete, in some schools the commissionaire did not manage to meet all the assignments; technical problems with digitisation, errors in results received from the Centre after the mock school-leaving examination).
6. In May 2011 the CSI wrote notes on the proposal of the MEYS for the amendment to Act No. 109/2002 Coll. on the Execution of Institutional Education or Protective Education in School Facilities and on Preventive Educational Care in School Facilities and on the Amendment to Some Other Acts, as amended. The CSI pointed out mainly terminological and formulation inaccuracies which led the proposed amendments to being unintelligible and ambiguous and they complicated the implementation of the intended objectives in practice.
7. In June 2011 as a follow up to monitoring the course of the "sharp" school-leaving examination according to the new concept the CSI drew up and submitted to the MEYS suggestions to modify the "design" of the school-leaving examination. In doing this the CSI pointed out the following aspects:
    a. demands on financial resources,
    b. school burden (in addition to the financial burden, there is the organisational and administrative burden),
    c. rules for remuneration of persons participating in the school-leaving examination as assessors, teachers authorised to distribute and collect tests, school-leaving examination commissionaires and chairpersons of examination boards (in this case not only the running of the examination itself must be taken into account but it is necessary to consider further education for the purpose of receiving certification),
    d. the effectiveness of individual parts of the school-leaving examination (as a compromise between purposefulness, necessity of individual components and demands on financial resources and organisation),
    e. the quality of examination documents (tests and their instructions),

f. the burden on students with regard to the extensiveness of the school-leaving examination.

Main proposed measures:

- to support modifications in the schedule (already proposed by the MEYS), i.e. written tests (tests, essays) should precede oral examinations,
- to consider the option of shortening the length of the whole school-leaving examination (modified range up to three weeks),
- to consider the effectiveness and efficiency of the common part of the school-leaving examination taken in the form of a written test and an oral examination,
- to consider the effectiveness of two levels of difficulty of the examination,
- to decrease demands on administration.

At the same time the CSI drew up and submitted to the MEYS comments concerning the proposed amendment to Decree No. 177/2009 Coll., on Detailed Conditions for Completing Education in Secondary Schools by the School-leaving Examination, as amended. In addition to the above mentioned suggestions the CSI also highlighted other problematic areas (inter alia, the necessity to specify the date on which a pupil ceases to be the pupil of the relevant school once he/she passes the school-leaving examination, to ensure that Annex 4 complies with the text of the Decree or the Act, to unambiguously specify the dates for sitting the examination).

8. In June 2011 the CSI prepared comments on the proposal of the MEYS to launch a pilot review of the individual education plan (generally known as the agreement with parents). A beneficial objective to review other methods of providing education and cooperation with parents, in particular with regard to problematic cases where the use of tools stipulated in the Education Act was not efficient enough (according to the proposal and later in accordance with the published final version). The pilot review makes it possible to go beyond the Act without precisely defining the purpose, direction and limits of a clearly specified hypothesis. A strict obligation to describe individual steps and monitor and evaluate impacts is lacking.

In addition to the aforementioned, comments and suggestions concerning other areas applied in the course of the school year 2009/2010 (see 2010/2011 Annual Report of the Czech School Inspectorate) were not projected in an appropriate manner.

During the school year 2010/2011, as a follow up to its inspection activities, the CSI initiated the publication of interpretations and opinions regarding other areas of education legislation in order to unify the interpretation of different institutions and bodies of the Czech Republic.

Annex 4

Overview of the CSI Thematic Reports and Summarised Information of the Czech School Inspectorate

In the school year 2010/2011 the Czech School Inspectorate (CSI) published the following thematic reports and summarised information:

1. Inspection evaluation of school education programmes. Published in October 2010.
2. Information: Monitoring of the 2010 mock school-leaving examination. Information for the meeting of MEYS management in October 2010.
3. Public-legal audits and state audits carried out in practical basic schools. Published in November 2010.
4. Support for the development of mathematical literacy in pre-school and basic education. Published in February 2011.
5. Summarised findings arising from inspections concerning financial audits carried out in schools and school facilities of all types of founders in 2010. Published in February 2011.
6. Support for the development of reading literacy in pre-school and basic education. Published in March 2011.
7. Information on the progress in the preparation work for the school-leaving examination in 2011. Published in May 2011.

In the school year 2010/2011 the CSI also provided the MEYS with the following unpublished information and objectives:

1. Regular information about drawing funds on the "EU Money for Schools" project; the information was submitted to the MEYS.
2. Establishment of the National Reference Point for Quality Assurance in Vocational Education and Training in the Czech Republic. Approved by the 33rd meeting of the MEYS management held on 5th October 2010.
3. The analysis of some evaluation systems. The analysis was taken into account by the 34th Meeting of the MEYS management held on 13th October 2010.

Annex 5

Memorandum on Teaching of Mathematics

In Prague on 6th April 2011 the Czech School Inspectorate organised the "National Meeting on the Results of Inspections relating to Mathematical Literacy", which was attended by representatives of the MEYS, the National Institute for Technical and Vocational Education, the National Institute for Information on Education, the Institute of Pedagogical and Psychological Consultancy, delegates from the Union of Czech Mathematicians and Physicists, occupational associations of pedagogical workers and representatives of kindergartens, basic and secondary schools from all regions of the Czech Republic.

Participants in this unique working meeting received detailed information on the results of inspections carried out in the area of the evaluation of support for the development of mathematical literacy in pre-school and basic education. In this context participants supported the conclusions formulated in the CSI thematic report "Support for the Development of Mathematical Literacy in Pre-school and Basic Education", which was discussed in February 2011 with MEYS management.

In general, it is becoming apparent that in order for Czech pupils to achieve a better level the Government should pay much more attention to and care for the development of mathematical literacy. The results of relevant surveys (for example the survey conducted by the Society of Teachers of Mathematics, higher education institutions and research institutes) are not available to schools and are not used by public authorities responsible for the school system either.

As early as in their 2009/2010 Annual Report the CSI submitted suggestions that the newly prepared long-term policy objectives should encompass a national programme of development and support for mathematical literacy in the context of lifelong learning. Specific measures should focus on the enhancement of information provision both to professionals and the general public, on preparation of the further education and methodological guidance of teachers, on the development of professional pedagogical guidelines and appropriate forms of motivating pupils as well as on special care for pupils exhibiting development disorders.

It is important to follow up past successful achievement in this area of education. The support for an interest in mathematics, the development of mathematical competences and systematic work with gifted pupils should therefore become a core part of the vast majority of school education programmes starting from the pre-school level. At the same time it is necessary to complete standards in framework education plans and consider the option of singling out support for the development of mathematical literacy as a separate educational area of FEPs.

In their discussion, participants of the meeting supported the conclusions of the "Final Report of Sub-groups of the National Economic Council of the Government for Competitiveness and Entrepreneurship Support" of 28th February 2011, with a substantial reservation relating to the section (page 25) devoted to the proposal for bachelor's undergraduate programmes of teachers. Teachers of secondary schools should be prepared exclusively in Master's degree programmes.

It is necessary to considerably extend the provision for the further education of teachers, in particular through support for how to write school education programmes and how to develop strategies of mathematical literacy, how to introduce innovations in the forms and methods of pre-school education and how to develop the information literacy of teachers. Simultaneously it is important to improve the approach of pedagogical staff to development projects by means of simplified methods of administration.

The Czech School Inspectorate has decided to strive to improve the current situation substantially in cooperation with other institutions, the Union of Czech Mathematicians and Physicists, relevant colleges as well as occupational organisations.

Annex 6

Memorandum on Support for the Development of Reading Literacy

In Prague on 26th May 2011 the Czech School Inspectorate organised the "National Meeting on Results of Inspections relating to Reading Literacy", which was attended by representatives of the MEYS, the National Institute for Technical and Vocational Education, the National Institute for Information on Education, the Institute of Pedagogical and Psychological Consultancy, delegates of occupational associations, members of the civic association Critical Thinking, and representatives of kindergartens, basic and secondary schools from all regions of the Czech Republic, and inspectors of the CSI.

Representatives of CSI management provided participants of this working meeting with detailed information about the results of inspections carried out in the area of support for the development of reading literacy in pre-school and basic education. The follow up discussion in particular stressed the need for the rapid and coordinated approach of all stakeholders.

Participants generally agreed on the necessity to stipulate the definition of reading literacy in pedagogical documents and improvement of reading literacy should become the aim of our education policy. In this context it is important to identify all current legislative obstacles and to remove them in legislative provisions on an ongoing basis. The changes which are to be made in the education system and the necessity of their implementation, as has been confirmed by the results of international comparisons, must have political support, including support at the regional level.

Further progress in this area is hardly thinkable without a definition of the central target and specification of a national strategy of support for the development of reading literacy in the Czech Republic. After such long-term policy objectives are laid down and individual goals are specified it will be possible for schools to derive their own strategies from them. The Czech School Inspectorate will strive, along with other institutions, colleges as well as with occupational organisations, to develop such a strategy as soon as possible. The strategy should be developed in the context of lifelong learning, including standards to motivate and develop children at an early age.

Without specifying common objectives it will be neither possible to develop and provide effective professional support to teachers nor to determine and detect the quality of reading literacy. The absence of a comprehensive and long-term strategy will lead not only to a waste of financial resources but also to a loss of trust and effort of teachers and other school employees responsible for this area.

As regards framework education programmes it is necessary urgently to develop standards for assessing the level of reading literacy and to support the creation of tools which will assist teachers to assess the given level on an ongoing basis and the progress of children and pupils made in reading literacy. It is desirable to create standards of pupils' performance and monitoring tools in cooperation with the whole professional community at a pace corresponding to the capabilities of the community to understand such stools and use them for the benefit of pupils.

Participants of the meeting expressed support for using materials available from international surveys: PISA, PIRLS and TIMSS. Teachers should be provided with samples of tasks, including methodological guidance, which can test the reading literacy of pupils in its wider concept.

It is important to establish mechanisms for the identification of gifted pupils and to extend the provision of education for their self-realisation. At the same time it is necessary to distribute good methodological and pedagogical documents which can help effectively develop the reading literacy of pupils, including pupils with educational problems.

The CSI will endeavour to persuade the MEYS to recommend that faculties of universities educating teachers include in all their Master's degree programmes the development of the reading literacy of pupils as an obligatory part. The same recommendation was delivered to the Accreditation Commission.

It is important to support the further education of teachers of the Czech language to enable teachers to develop the reading literacy of children and pupils. Schools should be provided with such financial resources that their teachers can, within the future education of teachers, get enough educational opportunities to be able to complement their competencies in the area of the development of reading literacy.

Apart from the abovementioned it is necessary to find additional resources for schools to effectively develop the reading literacy of pupils (in particular, the further development of school libraries including their transfer to become modern information centres of schools cooperating with the network of basic schools, and so on).

In the discussion participants reiterated the necessity of persuading politicians in all political parties that they should prove that they consider education to be a long term social priority and to provide this area with more resources than hitherto. This is the only way to ensure that only qualified and motivated teachers will work in schools.

Within its evaluating and monitoring activities and in cooperation with other institutions, occupational associations as well as with individual schools, the CSI will monitor all activities leading to an increased level of reading literacy in schools of all levels.