

THE ANNUAL CSI REPORT
for the School Year 2012/2013
(A B S T R A C T)



GENERAL INTRODUCTION

The Czech School Inspectorate (CSI) elaborates every year the Annual Report for the past school year, summarising data on the situation in education and the educational system in the Czech Republic gathered through inspections activities. The obligation of the CSI to submit Annual Reports is anchored in the **School Act** (Act No. 561/2004 Coll.).

Inspection activities in the school year 2012/2013 were conducted in accordance with:

- *Conceptual Objectives of Inspection Activities for the period 2009 – 2013*
- *Plan of Principal Assignments for Inspection Activities for the School Year 2012/2013*
- *The Criteria for Evaluation of Conditions, Course and Results of Education for the School Year 2012/2013*

Evaluation of the situation in education system is based on findings from class observations, documentation analysis, interviews with teachers and school principals as well as from the outcomes of the national survey in 5th and 9th grades of basic schools and in corresponding grades of multiple-year secondary general schools (gymnasium) and conservatories.

In total **244 school inspectors and 85 control workers together with 159 external education experts** (invited to participate in the activities of the CSI) **performed 10 586 inspection activities** in the school year 2012/2013. **They visited 3 671 schools and school facilities** (which accounts for 38.1% out of the total number of schools and school facilities enrolled in the School Register). School inspectors took part in 844 selection interviews aimed at appointing new principals of schools and school facilities.

During public-legal audits performed in the school year 2012/2013, **the CSI controlled 7.46% share of the total state budget allocation** for schools and school facilities expenditure in 2012.

In the school year 2012/2013 **the CSI registered 29 191 school injuries, investigated 430 complaints** which included 732 items and provided schools with 887 deadlines for adopting measures and removing deficiencies and transmitted 63 complaints to the relevant bodies.

No proposal to remove a school or school facility from the Register of Schools was submitted.

1 PRE-SCHOOL EDUCATION

1.1

Basic statistical information on pre-school education

In the school year 2012/2013 the **number of kindergartens** rose to **5011** in which - according to MEYS data - the total of **354 340 children** were educated. The proportion of five-year old

children slightly decreased to 88.2 %. Identically with the previous school year, the percentage of children with special educational needs was 2.8 % out of all children in pre-school education. The share of foreigners slightly increased to 1.5 %. On the other hand the proportion of children below three years has been decreasing for past several years, amounting to 9.0 % in the school year 2012/2013. Due to the lack of places in kindergartens, there is little capacity for enrolment of these youngest children whose parents want them to be placed in a kindergarten.

The total public expenditure on pre-school education have increased to 16 933.5 mil. CZK compared to the year 2011. The state normative funding per capita has increased to 38 833 CZK (i.e. 1 4171.78 EUR). In 2012, the average salary of pedagogical staff in pre-school education was 23 771 CZK (867.87 EUR).

The average age of kindergarten principals was 49.6 years (compared to 50.1 years for basic school principals). The average length of their teaching experience was 26.8 years. The average age of pedagogical workers in kindergartens was 43.3 years.

1.2

A summary of selected CSI findings in pre-school education

In the school year 2012/2013 the CSI conducted 1523 inspections in pre-school facilities during which 2363 class observations were used for complex quality evaluation. 827 kindergartens with 56 889 children were visited out of which 526 children were in preparatory classes.

According to the evaluation based on the Criteria Framework, most of the kindergartens were classified by inspection teams as schools that meet at least the required state. However, number of the schools classified as above standard or even as an example of good practice decreased. Kindergartens are under pressure of founders and the public to accept maximum permitted number of children per classroom. Another reason for the stagnation in pre-school education is 14.7 % share of unqualified pedagogical staff.

There were assessed 12 areas within the framework of criteria evaluation. Partnership, Financial Prerequisites and Equal Access to Education areas were evaluated best of all. The highest number of kindergartens classified as *“above standard”* or *“a good practice example”* occurred in the area of Effectiveness of Support for Personality Development of Children – in total in 7 % of these schools.

The inspections found out that the kindergartens successfully organize development of social literacy. Democratic environment predominates in pre-school education together with a very good school climate. The schools involve parents to actively participate at school activities, they use various projects and partnership forms. Investments into material development of kindergartens also contribute to the quality of pre-school education.

Kindergartens provide a very good support to socially disadvantaged children. A permanent attention is devoted to education towards health and prevention of school injuries which results in significantly lower injury index (0.3 %) in kindergartens than in other types of schools.

The number of children with speech impediments has increased. A great number of pre-school children had not completed speech development as late as in the last grade before starting com-

pulsory school attendance. It is stated that there is a lack of speech therapists in kindergartens.

Compulsory school attendance of more than one fifth of children with special educational needs was postponed. The proportion of children with postponement amounted to 22.8 % out of all participants in pre-school education. When compared to other European countries this proportion is still too high. Speech impairments (33.6 %) and attention disorders (31.1 %) were among the most frequent reasons for postponement of compulsory school attendance. There is relatively high proportion of children whose compulsory school attendance was postponed due to overall speech impediments (12.4 %) and underdeveloped graphomotorics (15.7 %). Their postponement is usually proposed by parents.

Although the number of children with special educational needs is relatively high, funds allocated for these children are not sufficient to provide teacher's assistants to the full extent recommended. Also the funds for compensation and rehabilitation aids are insufficient.

2 BASIC EDUCATION

2.1

Statistical data on basic education

In the school year 2012/2013 in total **4095 basic schools** were enlisted in the School Register. The number of **basic school pupils** increased by 1.6 % to **807 950**. The average number of pupils per one class was 19.4. Due to demographic development the number of pupils in first five grades continued to increase (488 106) and the number of lower secondary pupils decreased (319 844). The proportion of pupils with a health disability decreased by one tenth of a per cent point to 8.9 % (i.e. 72 110 pupils). On the other hand the proportion of foreigners increased to 1.8 % (i.e. 14 551 pupils).

52 983.4 mil. CZK were spent on basic education. The funding per capita (normative funding) amounted to 49 825 CZK (1819.09 EUR), the average salary of pedagogic workers in basic education was 26 771 CK (977.4 EUR).

The average age of basic school principals was 50.1 years. The average length of their pedagogic praxis was 25.7 years. The average age of pedagogic workers in basic schools was 44.2 years. The average length of praxis of a pedagogic worker in inspected basic schools was 19.1 years.

2.2

A summary of CSI selected findings on basic education

In the school year 2012/2013 the CSI evaluated 762 schools in basic education, of which 66.12 % represented complete basic schools with grades 1 – 9. School inspectors conducted 7 318 class observations focused mainly on Czech language, foreign language and mathematics lessons.

The share of teachers having a good knowledge of a foreign language belongs to the long-term

monitored data. 93.8 % of school principals stated that they have an active knowledge of at least one foreign language (most frequently English, German and Russian). The most of the evaluated areas showed improvement compared to the previous school year (less schools in the state of risk, more schools shifted to the required state). The overall best evaluated area in basic schools was Partnership (e.g. with statutory representatives of pupils, various organizations and other schools in the region). The area of Effective Support of Pupils' Personality Development was also classified positively.

Basic schools participate to a large extent in development projects. 96.2 % of inspected schools were engaged in projects, most frequently ESF projects (91.6%) or MEYS development programmes (45.3 %). On the other hand the schools were engaged less frequently in local projects (27.1 %).

The schools pay considerable attention to quality improvement of information systems for the public. They focus especially on webpage quality and its use for the school presentation and for mutual communication between the school and parents.

In the school year 2012/2013 continued a trend in increasing quality of personal conditions in schools. A positive shift was recognized also in the area of material prerequisites (e.g. successful implementation of ESF projects within the programme "EU Money for Schools" to acquire teaching aids and ICT technologies needed).

The most problematic evaluation area was the quality of School Educational Programs (e. g. poor arrangement and poor transparency of teaching plans). Despite this fact a positive trend of increasing quality of school documents was observed in the past three years.

Bullying (34.5 %), thefts (24.9 %), property damaging (24.7 %), smoking (24.3%), verbal aggression against teachers (22.5 %) and other (e. g. cyber bullying, racism and xenophobia) were identified by schools as the most frequent cases of risky behaviour. According to the school principals involved into a quick survey designed for the topical areas of Education towards Health and Risky Behaviour Prevention issues, approx. one half of the schools has to deal with truancy - on average two cases per a school. Cyber bullying was observed in one fifth of the schools.

As in previous years, the CSI focused on equal access to education and to inclusive education issues also in the school year 2012/2013. Barrier-free access was available only in 25.9 % of schools, a school psychologist was accessible only in 11.4 % of visited schools. While the number of teacher's assistants increased (51.7 %), the number of speech therapists remains unsatisfactory.

The school budget funds for professional development of teachers were cut, which affected negatively planning and implementation of further education of teachers. In consequence, teachers participate at educational events to a lesser extent.

3 SECONDARY EDUCATION

3.1

Statistical data on secondary education

Among the OECD countries, the Czech Republic has one of the highest shares of population with at least upper secondary education (92 %), while the OECD average is 75 % and the OECD EU members average is 76%. In the past decade the population share with only basic education has decreased from 14 % to 8 %.

According to the MEYS statistical data, **470 754 students were educated in 1 347 secondary schools** in the school year 2012/2013, of which there were 145 special secondary schools and 369 secondary general schools. The artistic education was provided at 18 conservatories. The most frequent school founders were regions (69.5 %), proportion of private schools was 23.2% and proportion of church schools was 2.7 %.

In the school year 2012/2013 there were 19 160 students with special educational needs and 9 024 foreigners educated in secondary schools.

In 2012 the total public expenditure on secondary education amounted to 33 339.1 mil CZK, the Republic per capita (normative) funding was 57 718 CZK and the average salary of pedagogical workers in secondary schools was 27 356 CZK.

The average age of a secondary school principal was 53 years. The average length of his/her pedagogical praxis was 26.1 years. The average age of secondary school pedagogical workers was 45.8 years.

3.2

Summary of CSI selected findings on secondary education

In the school year 2012/2013 the inspection activities were conducted in 285 secondary schools (21.2 % out of the total number of secondary schools). A comparative analysis of 2 067 School Educational Programs (SEP) in vocational education and training and of 46 gymnasium with corresponding Framework Educational Programs was carried out. 3826 class observations were performed in secondary general schools, secondary technical schools, secondary vocational schools and conservatories.

Secondary school principals are not satisfied with the preparedness of students coming from basic schools. According to them, the most frequent problems of the first grade students result from insufficient knowledge from basic schools (68.6 %), home preparation (50.3 %) and low self-reliance (44.4 %).

In total 12 786 students had to repeat the relevant grade in the school year 2012/2013.

The most frequent reasons for poor educational achievement are high absence, lower study prerequisites of pupils, their low motivation to learn and insufficient home preparation. The highest level of risk remains in vocational programmes completed

by an apprenticeship certificate where the absence amounted to 23.0 % within the monitored sample.

A new phenomenon in the secondary education is a repeated enrolment in the final grade of students who failed at both remedial terms of the school leaving exams (maturita).

According to the MEYS statistical data, 145 special secondary schools provided institutional support to students with special educational needs. 59.3 % of registered students with health impairment were in special classes and 40.7 % were integrated individually into mainstream classes.

In total 167 gifted and talented students were educated in accordance with an individual educational plan in the school year 2012/2013.

Development of partnerships was again among the best evaluated areas in secondary education. 15.7 % of school developed partnerships at the exemplary level. School climate was mostly positive in the inspected schools.

Smoking (40.6 %), thefts (34.0 %), bullying (31.3 %) and verbal aggression against teachers (29.7 %) belong to the most frequent risky behaviour in visited secondary schools.

4 SELECTED FINDINGS FROM CONTROL ACTIVITIES

According to the law, the CSI is obliged to perform two types of checks: state control of compliance with legal regulations related to provision of educational and school services and public-legal audit including observance of generally binding regulations, indicators, decisions and internal procedures in financial management of the state budget means.

In total 2 851 checks were performed in the school year 2012/2013 whereby 5 572 developmental MEYS programs were checked and evaluated. Economic conditions were evaluated in 2 190 schools as one of the prerequisites for school functionality.

Through public-legal audit 614 schools and school facilities were checked. In total 7.46% of expenditure on regional education funding were controlled in 2012.

4.1

School catering

The CSI conducted school catering checks in 386 entities. Sixty of them (15.6 %) offered a choice of several meals. Vending machines complement the offer of catering services at schools, however the food and drinks in the machines are not nutrition-balanced. 24% of controlled schools participate in the project *Milk to Schools* and 29.5 % of schools participate in the project *Fruit to Schools*.

Safety and health protection

Within the checks on health and safety of children/pupils/students' in the course of their education at schools and school facilities, the CSI monitors also the school/internal rules and preventive measures related to health and safety.

In the school year 2012/2013 the CSI conducted health and safety checks in 219 schools and school facilities. All the inspected entities incorporated the health and safety issues into their school/internal rules. Pedagogical staff were trained sufficiently in most of the cases. However deficiencies still persist in the area of material equipment of school and school facilities premises which could increase risk of injuries.

Analysis of school injuries

The CSI has been collecting and continuously analysing data on school injuries since 2005. The complete school injury agenda came into the full CSI competence on 1 May, 2010.

In the school year 2012/2013 the total of 29 191 injuries were registered into the CSI recording system (up to 31 August, 2013).

The highest number of injuries occurred in basic schools (19 748). There were 8 047 school injuries in secondary schools. Nursery schools registered 901 injuries.

Arms (48.5 %) and legs (30.2 %) were the most often injured. Head injuries represent a significant proportion (12.6 %). The most frequent injury causes in all types of schools was inattention of children.