



Basic education is implemented in the Czech Republic in basic schools, special basic schools and at the lower level of six- or eight-year secondary general schools (gymnasium). During the last year the CSI visited altogether 2,379 basic schools (BSs), which accounts for 57.6% of the total number of basic schools, and 122 six- or eight-year secondary general schools (SGSs).

In total 4,280 inspections were carried out. Summarised evaluation of the situation in basic education also encompasses findings arising from examination of 227 complaints containing 528 points and from participation of school inspectors in 215 selection interviews. Altogether 1,292 SEPs BE were evaluated. The findings obtained are based on analyses of documentation of schools, on-the-spot checks, observations and interviews with pedagogical staff and questionnaires completed by both parents and pupils.

A.2.1

Provision of Basic Education

The number of basic schools decreased, according to statistical records, by 22 schools (i.e. by 0.5%), which means that in total 4,133 basic schools were recorded in the Register of Schools. However, the number of small schools (up to 150 pupils) showed an upward trend and their number increased by 151 and currently such small schools prevail (52.8% of all basic schools). Pupils also meet their compulsory school attendance in 314 six- and eight-year secondary general schools and 18 conservatoires (secondary schools of music and arts).

As regards the capacity of BSs there is an adverse situation mainly in the Central Bohemian Region; in some localities the problem with insufficient capacity of schools is gradually being transferred from pre-school education to basic schools.

Pupils in Basic Education

According to statistical data altogether 858,627 pupils participated in compulsory school attendance, of whom 95% attended BSs and 5% attended secondary schools and conservatoires. This area of education saw a year-on-year decline by 3.3%. The share of pupils in compulsory schooling in a corresponding age category of population is 102.3%. The proportion of pupils at the elementary level of BSs in the population between 6 and 10 years was 100.5%, whereas the share of pupils at the second level of basic education was 92.7% and both groups displayed a decline. The ratio of pupils of the elementary (1st level) and children in pre-school education was 1.5. The ratio of pupils of the 2nd level (lower secondary level) and the elementary level is 0.78. If nation-wide statistics are taken into account there are 12.8 pupils per teacher and the average number of pupils in one class was 19.2.

Provision of Basic Education for Pupils with Special Education Needs

Institutional care was provided in 399 special basic schools. According to statistical data the 3,352 traditional basic schools reported in total 72,854 pupils with SEN and the share of such pupils in the total number of pupils accounts for 8.9%. Of this number 52.9% pupils were educated in special classes and 47.1% with SEN were individually integrated. The rate of individual integration was 4.2% in BSs whilst in six- and eight-year secondary general schools it stood at only 1.1%.

There were 35.0% pupils with mental disorders among disabled pupils whereas in kindergartens this proportion was only 5.7%. Basic schools identified 46.3% of pupils with development learning disorders and 3.2% of pupils displaying behaviour disorders.

2,028 children, including two recognised refugees, attended in the school year 2008/2009 **preparatory classes** established for children coming from a socially disadvantaged environment. Out of this number there were 1,507 children without SEN and