



Mainly small schools should take opportunities to enhance their SEPs in closer cooperation with large basic schools in their catchment area or lower levels of six- or eight-year secondary grammar schools which achieved better results in indicators focused on conformity of SEPs with the FEP BE.

Partnerships with kindergartens whose pupils start to attend the basic school concerned should contribute to better consistency between basic and pre-school education. An option to create networks of cooperating schools which would also be supported from the Operational Programme Education for Competitiveness has not yet been used very often.

Both management and teachers in 10 % of BSs would welcome stronger support from founders of their schools. In 20 % of school they pointed out the increasing influence of the social-economic situation in the relevant region having an impact on the involvement of pupils in activities offered within basic education.

The utilisation of different suitable methods and procedures is at a low level although teachers have good theoretical knowledge of them. ICT devices are used during classes only rarely, appropriate SW for instruction which also would be affordable for small schools is missing.

Material Differences between Regions

The Vysocina Region displayed most violations of legal provisions; on the other hand, BSs in Karlovy Vary were evaluated as being best in this area. As regards management of the state budget appropriations problems occurred mainly in the Pardubice Region and the best results were in the Karlovy Vary Region along with the Liberec Region.

Schools in the Central Bohemian Region and the Usti Region had most problems with drawing up SEPs and schools in the Karlovy Vary Region and the South Bohemian Region were evaluated as being best in this area.

OHS systems displayed most problems in the Vysocina and Olomouc Regions while schools in the Karlovy Vary Region and those in Prague had the most developed OHS systems.

Schools in the Karlovy Vary Region and the South Bohemian Region had good evaluation with respect to their systems of self-evaluation; on the other hand, basic schools should devote more attention to the development of such systems in the Pilsen Region and the Moravian-Silesian Region.

The CSI repeatedly pointed out the different conditions in financing basic education from the state budget. Economic conditions of schools with the same performance parameters are not comparable in different regions. Therefore, the current system of funding does not support equal access to education.

The CSI also tried to find the impacts of regional long-term objectives concerning staffing for compulsory education in basic schools. The most considerable differences between regions are described below.

Teachers with the highest professional qualifications in accordance with relevant legal provisions were working in the South Moravian Region (90.8 % of teachers), followed by the Moravian-Silesian Region (90.2 % of teachers) and the Liberec Region (89.1 % of teachers). On the other hand, the lowest share of highly qualified teachers was in Prague (77.3 % of teachers) and the Hradec Kralove Region (77.2 % of teachers).

Most new teachers (with less than three years of teaching experience) joined schools in the Hradec Kralove Region (15.9 % of teachers) and the Karlovy Vary Region (14.3 % of teachers), whereas the oldest pedagogical staff are in the Liberec Region, where 12.9 % of all teachers had been teaching for more than 35 years.

The proportion of teachers with active knowledge of at least one foreign language was the most favourable in the Central Bohemian Region (57.0 % of teachers) and in the Olomouc Region (56.6 % of teachers), while an adverse situation was reported

