

A.3

Secondary Schools

Secondary education is implemented in the Czech Republic in secondary schools, namely in secondary general schools (gymnazium), secondary technical schools (STSs), secondary vocational schools (SVSs), special secondary schools, and in conservatoires (hereinafter referred to as “SSs”). The CSI visited, in the past year, in total 719 SSs, which corresponds to almost half of the total number of SSs.

Instruction in the first two grades of the lower secondary level of six- and eight-year secondary general schools was carried out according to SEPs drawn up according to the FEP for basic education. From the third grade students were taught according to current education programmes. As regards four-year secondary general schools and grades at the upper secondary level of six- and eight-year secondary general schools, during the school year reviewed they completed preparation for their SEPs in compliance with the valid FEP for secondary general schools. 225 FEPs were approved and published for secondary technical schools. Secondary schools developed SEPs for secondary education (SEP SE) for 61 branches of education, for which the FEPs SE were approved in the first wave. New SEPs SE are being prepared for other fields of education. It can be said that almost all SSs have been actively involved in the pilot phase at least in one branch of education.

The segment of secondary education was mostly affected by legislative amendments adopted in the last year. In the course of the last year schools had to cope with an essential change in the concept of the school-leaving examination although the already published FEPs SE did not have any chance to respond to them. It was mainly changes in enrolment procedures that were substantial.

Table 7

Overall evaluation of secondary schools by the Czech School Inspectorate in the school year 2008/2009

Key evaluation areas		Share of schools in the achieved level of evaluation (as %)			
		A	B	C	D
Results of schools					
K1.	Provision of secondary education, drawing up and introduction of school education programmes	0.4	2.5	62.3	34.8
K2.	Overall results of secondary schools, group and individual support in selected fields of education	0.9	7.8	61.6	29.7
K3.	Supporting development of functional literacy	0.4	4.2	70.8	24.6
Prerequisites of schools					
K4.	Adherence to legal regulations valid in the area of secondary education	0.4	15.2	60.2	24.2
K5.	Personnel, financial and economic prerequisites to meet SEP for secondary education according to the requirements of the FEP SE	0.0	4.7	62.5	32.8
K6.	Self-evaluation systems, preventive and internal control systems	0.0	6.1	67.4	26.5

Key for individual levels of evaluation:

- E Situation displays high risks which can lead to the removal of a school from the Register of Schools pursuant to the provisions of Section 150 of the Education Act.
- F A school entity does not achieve a prescribed standard; identified risks can be corrected within the given time limit.
- G A school entity achieves within the given criterion a typical regional or national standard prescribed for the same type of school and school facility.
- H 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).