



cases mentioned a complicated administrative procedure for inclusion of a student into financially subsidised support and, moreover, parents of some students under legal age do not cooperate. In 8% of SSs students did not have the required access to advisory services provided by a school.

According to statistical data the ratio of students who passed a school-leaving examination to students who complete their studies by final examination was 2.3. A lack of interest in vocational studies completed by an apprenticeship certificate persists.

In the last school year the CSI focused on school results stemming from examinations by which studies are completed. There was a reference survey concerning the reform of the school-leaving examination. Details of the results are to be found in Part B and they demonstrate a different approach to examinations between regions as well as schools.

Overall school results and group and individual support in secondary education were unsatisfactory in 8.7% of SSs. As regards other SSs the CSI notes hidden risks mainly in individual and group support, in enrolment proceedings and in the unresolved concept of completing studies in secondary education.

A.3.3

Support of Development of Functional Literacy in Secondary Education

The CSI tried to ascertain how secondary schools support the development of the personality of students within the principal topics of the school year. For more details see Chapter B.

Activities of environmental education were observed in all secondary schools and students were involved in projects to make their schools environment-friendly. Environmental education, instruction and culture was offered to students of 54% schools in the form of optional subjects and environmental topics were offered as voluntary optional subjects in 18% of the visited schools. 37% of teachers of SSs participated in further education courses aimed at this issue. Expenditure on environmental education was estimated to be on average CZK 18,650 per school. Schools invested in teaching aids and relevant technical literature; average costs of specialised classrooms were estimated to amount to CZK 29,000 per school.

All the visited schools carried out activities aimed at health education. All schools included in their educational content issues concerning the protection of people in emergencies and 47% of schools offered both optional and non-compulsory subjects relating to sexual education or activities concerning the prevention of socio-pathological phenomena. All SSs offered motor and sports activities, 12% of schools displayed deficiencies in OHS in gymnasiums. According to the estimates of head teachers one school spent on average the amount of CZK 38,000 on sports equipment and equipment for school clubs in 2008.

73% of SSs developed strategies for combating unexcused absence, drug addiction and bullying. A teacher specialised in the prevention of socio-pathological phenomena was present in 93% of the schools visited.

When SSs are compared with other levels of the school system SSs are best equipped with ICT. Funding is covered mainly by regions as founders of SSs.

In the course of class observations the CSI intended to ascertain the support provided for the development of reading literacy in all the visited classes. The provision of texts and work with texts were observed in all lessons but activities leading students to understand the text they were reading were evaluated as good in only 29% of the classes visited. The work with texts was used much less than in basic schools and SGSs by teachers in secondary technical schools and secondary vocational schools – it was seen in only 86.5% of the visited classes.

As regards the area of support for functional literacy the majority of SSs appear to be at an appropriate level. Inspections revealed significant differences between SGSs, STSs

