



and SVSs. The CSI is determined that it is necessary to enhance pedagogical processes, in particular at the lower secondary level of six- and eight-years SGSs where monitored activities do not conform to suitable support for gifted students.

A.3.4

Adherence to Legal Regulations in Secondary Education

The CSI monitored how selected provisions of the Education Act and relating legal regulations (in particular relating secondary legislation) are respected. Summarised results of inspections in SSs are listed in Part C, Table C 20a.

In the school year reviewed, secondary schools were provided in total 184 time extensions to adopt measures and remove detected shortcomings, of which 105 deadlines concerned violations of the Education Act, 44 related to breaches of OHS regulations and 34 were provided to remove other infringements established by public-legal audits. Four indications of possible problems were forwarded to regional authorities. An overview of errors is listed in Part C, Tables C 20a-C 20d.

Serious infringements were uncovered in 15.6% of schools. A range of immaterial formal failures was resolved along with school managements in the course of inspections.

A.3.5

Prerequisites of Secondary Schools to Satisfy Education Programmes

Staffing Requirements of Secondary Schools

The CSI monitors the current situation concerning the area of human resources in the schools visited as well as changes in selected indicators. Summarised results are included in Part C, Table C 8.

Secondary School Management

The number of selection interviews (tenders) to select new head teachers decreased slightly. In total 57 calls for selection interviews were published. The change rate in the management of SSs was 4%. Most selection interviews were held in the South Moravian Region. The CSI revealed 24 cases of violations of the Education Act which directly relate to the performance of the head teacher's office. 98.9% of head teachers of SSs met qualification requirements. The number of complaints concerning SSs was 98 and these encompassed 223 indications of problems, of which 60 were found to be well-grounded. The most frequent complaints related to the issues of evaluation and the classification of students.

Secondary School Teachers

The number of teachers in SSs calculated on the basis of nation-wide statistical records was 46,156.2 teachers. Of the monitored sample of 9,307 teachers the share of female-teachers was 60.3%. The average age decreased to 43.9 and the proportion of teachers who had been teaching less than three years increased to 10.9%. The average number of years of teaching experience was 17.7 in SGSs, 16.3 in STSs, and 17.3 in SVSs. The share of teachers with teaching experience exceeding 35 years was 7.1%.

The share of fully qualified teachers was 84.1%, thus there were 15.9% of unqualified secondary school teachers in the monitored sample. Segment risks concerning teaching of some subjects within the curricula still persist. There was a high share of unqualified foreign language teachers and teachers of practical training. Furthermore, there are problems with teaching the Czech language in SVSs (33.7% of teachers are without the required qualifications), mathematics in SVSs (14% of unqualified teachers), social sciences in STSs (10% of unqualified teachers) and in SVSs (25% of unqualified teachers).