



Secondary Technical Schools (STS)

Low co-participation, cooperation and activity of students during class teaching were observed in 20 % of STSs. There were incorrectly set systems of self-evaluation of pupils in 17 % of STSs, 11 % of STSs reported problems with staffing to be able to cover all lessons and 10 % of STSs demonstrated a poor achievement rate among students at the level of a low risk.

Secondary Vocational Schools (SVS)

A frequent problem was a non-functional system of evaluation at the level of students (29 %) and risks related to staffing occurred in 25 % of SVSs. 17 % of SVSs demonstrated a low level of support for teachers to students during class instruction and low co-participation, cooperation and activity of students during class teaching was observed in 24 % of SVSs. The proportion of SVSs which displayed a low level of strategic planning was 17 % whilst 11.4 % of SVSs should pay more attention to individual support for the development of personality of students. In general, these were SVSs where most problems among all groups of secondary schools were uncovered.

Material Differences between Secondary Schools Established by Different Founders

The CSI compared schools of different foundations according to the specific criteria framework. A significant difference was seen in the criterion “development of partnership relations” (such as provision of information, cooperation and benefits for a school), where church schools were evaluated as the best ones (83.3 %) whereas private schools were the worst in this area (13.2 %). In other areas no material differences were ascertained.

Comparison of non-investment expenditure per student in public, private and church schools shows that the largest differences are in SGSs. The CSI found that private SGSs paid CZK 10,382 more than public SGSs per student.

Material Differences in Secondary Education between Regions

As far as equal access to education is concerned, SSs in the Liberec Region were evaluated as the best and most problems were found in Prague. On the other hand, students in Prague were able to enjoy the best conditions for development of their personality within secondary education and most problems pertaining to this area occurred in the Pardubice, Karlovy Vary and Liberec Regions.

With regard to respecting legal regulations schools in the Liberec Region and in Prague ranked among the best; most shortcomings were found in the Central Bohemian Region.

The best results concerning financial management were in the Karlovy Vary Region while the most negative findings were reported from the Liberec Region.

Security systems were very positively evaluated in the Hradec Kralove Region but secondary schools in Prague, the Pilsen Region and the Usti Region should devote more attention to the area of OHS.

Areas in Secondary Education Selected for Further Improvement

It is important to increase the provision and usage of information at the level of schools as well as the preparedness of teachers to be able to successfully manage the objectives of curricular reform. Inability to adapt to the needs of pupils was found in lower grades of six- and eight-year SGSs, the rate of individual approach and differentiation in instruction was low, when compared to the second level of BSs.

The preparedness of teachers in SSs for work with students with SEN is mainly insufficient in SGSs, lessons displayed only low frequency of target support to such students.

