



The measures adopted most frequently were aimed at education and prevention (75.9%), whereas 12.6% of measures were of an organisational and technical nature. The remaining 11.5% injuries were not addressed by any measures. Even though the injury rate monitored on the basis of records delivered to the CSI in the school year 2008/2009 dropped, it will be the following school year which will or will not confirm a respective downward trend and thus also the effectiveness of the measures adopted.

Findings relating to the “Healthy and Safe School” topic allowed inspectors to formulate the following conclusions:

1. The theses concerning the area of education towards health specified in the FEP are quite well-developed in SEPs. However, individual elements of this type of education are not consistent in all education activities and schools have not managed to implement the stipulated conclusions.
2. Despite the fact that schools submit preventive strategies to prevent bullying, in the interviews conducted pupils indicate that bullying is not a sporadic phenomenon in basic schools.
3. The number of injuries has not considerably decreased in schools. Prevention is not very effective and it is often only formal, oriented towards general measures of an educational nature.
4. Well-justified complaints concerning danger to the health and safety of children, pupils and students in schools are rare and as a rule they repeatedly relate to the same schools.
5. When compared with the previous school year, the quality of school meals in terms of rules of healthy nutrition improved; the same applies to the availability of beverages during the day in school.

## B.2

### Creation and Application of School Education Programmes

The chapter encompasses the results of monitoring the progress of curricular reform concerning the creation and application of SEPs. The information provided is a summary of large sets of comparative analyses of SEPs in schools of pre-school and basic education with relevant FEPs. The chapter lists systemic risks as well as risks at the level of school management. With respect to the gradual utilisation of SEPs only some partial results concerning the implementation of SEPs can be included.

This part also includes summarised findings and conclusions arising from three phases of thematic observations on “Admitting to Education in Secondary Schools” and information resulting from the “Accomplishing Secondary and Tertiary Professional Education” survey. The CSI focused its inspections on the impacts of amendments to legal regulations which directly related to the monitored areas.

#### B.2.1

##### Pre-School Education

In the school year 2008/2009 the CSI carried out a comparative analysis of compliance between SEPs and the FEP PE in 1,092 **kindergartens**. Until 31<sup>st</sup> October 2009, along with analyses made in the previous school year, the CSI evaluated a total of 1,454 SEPs in pre-school education. Evaluations are carried out by an inspection team which also comprised an external expert and a relevant head teacher. They follow an identical evaluation scheme. The following table shows the results of analyses of the strengths and weaknesses of school documents.