



while in the Usti Region this share was only 18.8%). Nevertheless, these differences are not supported by representative samples from individual regions, therefore it is impossible to reliably assess their significance and the respective impacts on the organisation of secondary education.

Links between the numbers of students in a class/a field of study who are to complete secondary education and their rate of success were not statistically significant in the above stated set.

The data on holding optional examinations are encompassed only in the Report on School-leaving Examinations. This option was used only minimally in the monitored sample – an optional examination was taken by only 0.2% students who had taken a school-leaving examination.

B.3

Promotion of Foreign Languages

Enhancing instruction of foreign languages is a long-term aim of all strategic documents concerning education in the Czech Republic. The 2007 Long-term Policy Objectives of Education and the Development of the Educational System in the Czech Republic identified the following areas for promotion for foreign languages:

- Extension of language and methodological competencies of teachers, including implementation of tasks specified in and based on the National Plan for Teaching Foreign Languages.
- Introduction of teaching methods, organisational forms and instruction activities which are to enhance quality of teaching of foreign languages, including e-learning.
- Extension of teaching of foreign languages in secondary schools.
- Creating conditions for placement of qualified foreign language teachers from EU Member States.
- Improving conditions for using ICT in the English language lessons.
- Guidance aimed at teaching foreign languages including consultancy and advisory services and developing guidelines including specific aids.

When formulating education strategies in the area of foreign languages both the whole education system and individual schools build on the following European and national documents:

- Common European Framework of Reference for Languages;
- European Indicator of Language Competence;
- National Plan for Teaching Foreign Languages for the Period of 2005–2008;
- Framework Education Programmes;
- Catalogues of Key Requirements for a State School-leaving Examination;
- Decision of the MEYS laying down the List of Standardized Language Examinations
- Instruction of the Minister of Education, Youth and Sports concerning the procedure for permitting instruction of some school subjects in a foreign language;
- Decree No. 33/2005 Coll. on language schools authorised to organise state language examinations and on state language examinations; and
- European Language Portfolio – Language Passport, Language Biography.

The Act on Pedagogical Staff determines personal prerequisites for the teaching of foreign languages. Section 3 (1) (b) stipulates professional qualifications for direct pedagogical activities (hereinafter referred to as “qualified pursuant to the Act on pedagogical staff”) and Section 12 sets out more precise requirements for teachers of foreign languages at the lower secondary level of BSs and in secondary schools (hereinafter referred to as a “qualified higher education graduate”). The CSI also evaluated the presence