



# ANNUAL REPORT

The Annual Report  
of the Czech School Inspectorate  
on the School Year 2008/2009

---

Prague, December 2009



## Content

---

<b>Introduction</b> .....	5
<b>A. Summarised Findings on Education</b> .....	7
<i>A.1 Kindergartens</i> .....	8
A.1.1 Provision of Pre-School Education .....	9
A.1.2 Overall School, Group and Individual Results in Pre-School Education .....	11
A.1.3 Support for Development of Basis of Functional Literacy in Pre-School Education .....	12
A.1.4 Adherence to Legal Regulations in Pre-School Education .....	13
A.1.5 Prerequisites of Kindergartens to Satisfy SEPs PE .....	13
A.1.6 Self-Evaluation Systems, Preventive and Internal Control Systems .....	14
A.1.7 Conclusions .....	15
<i>A.2 Basic Schools</i> .....	17
A.2.1 Provision of Basic Education .....	18
A.2.2 Overall School, Group and Individual Results in Basic Education .....	21
A.2.3 Support of Development of Functional Literacy in Basic Education .....	22
A.2.4 Adherence to Legal Regulations in Basic Education .....	23
A.2.5 Prerequisites of Basic Schools to Satisfy SEP BE .....	23
A.2.6 Self-Evaluation Systems, Preventive and Internal Control Systems .....	25
A.2.7 Conclusions .....	26
<i>A.3 Secondary Schools</i> .....	29
A.3.1 Provision of Secondary Education .....	30
A.3.2 Overall School, Group and Individual Results in Secondary Education .....	32
A.3.3 Support of Development of Functional Literacy in Secondary Education .....	33
A.3.4 Adherence to Legal Regulations in Secondary Education .....	34
A.3.5 Prerequisites of Secondary Schools to Satisfy Education Programmes .....	34
A.3.6 Self-Evaluation Systems, Preventive and Internal Control Systems .....	36
A.3.7 Conclusions .....	36
<b>B. Meeting Strategic Directions of Education Development</b> .....	41
<i>B.1 Safe and Healthy School</i> .....	41
B.1.1 Education towards Health .....	41
B.1.2 Safe Environment for Education .....	43
B.1.3 Injuries in Schools .....	44
<i>B.2 Creation and Application of School Education Programmes</i> .....	46
B.2.1 Pre-School Education .....	46
B.2.2 Basic Education .....	47
B.2.3 Secondary Education .....	49
<i>B.3 Promotion of Foreign Languages</i> .....	52
B.3.1 Teaching of Foreign Languages in Kindergartens .....	53
B.3.2 Teaching of Foreign Languages in Basic Schools .....	54
B.3.3 Teaching of Foreign Languages in Secondary Schools .....	57
B.3.4 Teaching of Foreign Languages in Language Schools .....	58
B.3.5 Areas of English Language Teaching Selected for Improvement .....	59

<i>B.4 Support of Information and Communication Technologies</i> .....	60
B.4.1 ICT in Kindergartens .....	60
B.4.2 ICT in Basic and Secondary Schools .....	62
<i>B.5 Enhancing Professionalism and the Social Status of Teachers</i> .....	66
B.5.1 School Management .....	67
B.5.2 Teachers .....	68
B.5.3 Further Education of Teachers in Kindergartens, Basic Schools and Secondary Schools .....	69
<b>Conclusions</b> .....	72
<b>List of Abbreviations and Acronyms</b> .....	73
<b>List of Tables and Diagrams Presented in the Text</b> .....	74
<b>C. Tables</b> .....	77
<b>Annexes</b> .....	105
Annex 1 The Criteria for Evaluation of Conditions, Progress and Results of Education and School Services .....	106
Annex 2 Method of School Evaluation Used by the Czech School Inspectorate in 2008/2009 ....	107
Annex 3 Inspection Procedures of the Czech School Inspectorate .....	111
Annex 4 Amendments to Legal Regulations Relating to Education which Came into Effect in the School Year 2008/2009 .....	116
Annex 5 Obligatory Indicators for Evaluation of Schools in the School Year 2008/2009 .....	118



The Czech School Inspectorate (hereinafter referred to as the 'CSI') is submitting summarised findings on the situation in education and the educational system gathered through inspections carried out in the school year 2008/2009.

Inspections were implemented in compliance with the Plan of Principal Tasks of Inspection Activities in the school year 2008/2009 approved by the Minister of Education, Youth and Sports.

When evaluating the conditions, course and results of education the work of the CSI was based on the principles and objectives of education stipulated by Act No. 561/2004 Coll. on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act) as amended, with the fundamental criterion being, in particular, effectiveness of support aimed at developing the personality of the child, pupil and student (hereinafter referred to as 'pupil') and at education targets to be achieved by particular legal entities performing activities of schools and school facilities (hereinafter referred to as 'school'). The overview of the criteria used for school evaluation is listed in Annex 1.

In evaluating schools and their activities the CSI is building on the principle of legality and protection of the rights of the child within education. In the course of its evaluations the CSI concentrates on: how educational goals concerning enhancement of reading literacy and counting skills are met; it monitors innovation of the content of education programmes, study materials, school systems of professional preparation of teachers; innovation of teaching methods and forms of education; and the development of school self-evaluation. In the past school year, within its main thematic observations, the CSI focused on progress made in English language teaching as well as ICT equipment and its utilisation in the course of class instruction.

Evaluation of how objectives of equal access to education at all levels are met and how pupils with special education needs (SEN) are supported remains among the permanent priorities of the CSI. The CSI reviews the functionality of school self-evaluation systems, internal control systems and school systems of prevention, for example safety and health in school or prevention of socio-pathological phenomena.

The CSI monitored the level of head teachers and teachers, their qualifications and options for career growth and professional development.

Frequent changes in legislation that have had an impact on school practice are among the problems of the past school year. The legal amendments are listed in Annex 4.

There was also an unstable social and economic environment which affected the activities of schools. In the last school year programme changes in governmental policy and the necessity to tackle the impacts of the economic crisis must be mentioned.

The Annual Report is divided into three main parts providing information of interest on schools and their education programmes.

The first part, Part A, encompasses findings on the situation in schools providing pre-school, basic and secondary education and having an obligation to teach in compliance with their own school education programmes. Other parts of the education system underwent only pilot inspections, the results of which will be published as thematic reports. Further information on the schools visited is to be found in public inspection reports published on [www.csisr.cz](http://www.csisr.cz).

The second part, Part B, contains summarised findings arising from thematic inspections broken down according to selected priorities of the long-term objectives of the development of education in the Czech Republic issued in 2007.

For the first time, the Annual Report also provides information about the progress made in schools and comparisons of results achieved by individual schools within three years of English language teaching and using ICT in schools. The data was gathered

in the course of periodic inspections carried out within the framework of the CSI's programme cycle.

The third part of the Report, Part C, includes aggregated data in the form of "overview" tables. These overviews are intended mainly for professionals and provide aggregate data collected through all forms of inspections.

The most difficult task of the CSI in the past school year was the first evaluation of school education programmes (SEP) being used in schools, in particular within pre-school and basic education, and their conformity with published framework education programmes (FEP). Altogether 3,504 SEPs were evaluated, of which 1,454 SEPs were for pre-school education and 2,051 for basic education.

In doing so the CSI carried out in total 10,048 inspections, visited 5,810 schools and school facilities, performed 13,530 class and subject observations, conducted 7,132 interviews with pedagogical staff and carried out two surveys in the form of questionnaires, which were completed and returned by 6,719 respondents. Summarised data are further processed on the basis of published inspections reports and checklists, 492 selection interviews (tenders) and 290 surveys done for the international PISA project.

1,772 inspection reports and 1,689 checklists were published, which means that in total 3,461 inspection results were processed.

The CSI provided schools with 1,234 time extensions for removing deficiencies found during inspections, detected 281 serious violations of valid regulations, and provided the relevant authorities with 84 reports giving information to be further reviewed by other authorities.

The Chief School Inspector filed five proposals for removing a school from the Register of Schools. In four cases the reason was failure to act, of which three schools were removed from the Register and one proposal is still pending. In the fifth case legal regulations relating to provision of education in private schools were seriously violated; however, the Ministry of Education, Youth and Sports (the MEYS) has not yet commenced the relevant proceedings.

In the school year 2008/2009 in total of 248 school inspectors, 98 control officials and 329 external experts were invited to participate in inspections done for the CSI.

Schools filed a total of 17 objections against the reports, out of which 11 were found to be unjustified, two objections were fully resolved through an auto-remedy procedure, one report was returned for further investigation and in three cases inspection findings were partially changed. However, such alterations always related only to one point on the relevant report. Schools lodged 44 objections against inspection reports and such objections and comments represent 1.76 % of all inspection outcomes in the school year 2008/2009, whereas in the previous year these accounted for 2.60 %.



# SUMMARISED FINDINGS ON EDUCATION

In the past school year inspections focused on pre-school, basic and secondary education. As regards other parts of the education system only partial thematic inspections with a limited scope were performed and their results will be published in thematic reports. The Report provides information on the situation in schools visited by the Czech School Inspectorate in the school year 2008/2009 within the mainstream of education according to individual levels of education, and at the same time it is a summary of data and results of analyses of inspection findings obtained by combining quantitative and qualitative data from all forms of inspection activities.

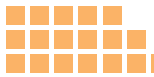
All segments of the education system were evaluated in six main areas which describe the current situation in selected indicators established in schools by means of different procedures and methods. Characteristic features, the scope and methodology of establishing information for individual levels are described in full detail in Annex 2 and the vast majority of documents are freely accessible on [www.csicr.cz](http://www.csicr.cz).

In order to evaluate the situation in education in individual segments in particular primary data collected for the purpose of inspection evaluations were used along with secondary data gathered from other sources. Quantitative analyses are made up of the data analysis in the form of tables and similar statistical tools whilst qualitative analyses are based on the systematic comparison and interpretation of data gathered from different information sources (such as school documentation, observations, standardised interviews, as well as questionnaires completed by both parents and pupils) in the form of cross references. Public inspection reports concerning individual school and Reports on Checks represent further sources of information.

The following tables containing the overall evaluation of schools according to different levels of education show the proportion of schools in four achieved levels of evaluation, i.e. from negative to positive values. Thus there are two negative possibilities, of which one corresponds to a serious risk which can lead to the removal of a school from the Register of Schools, and two positive values when one of them matches an example of good practice.

Checks were traditionally oriented towards a safe and healthy environment for education, the staffing of schools, economical, efficient and effective financial management of resources provided to schools in accordance with the Education Act.

Findings relating to progress achieved by schools when meeting the principles and aims of education, as well as overall results of education in schools and education results of groups are summarised in three key evaluation areas (namely results). This part also contains results pertaining to the area of health and safety, or risks identified within school activities. Inspection evaluations of schools have so far been limited by gradual implementation of school education programmes. As a consequence, the option to evaluate educational results in basic schools and mainly in secondary schools was limited.



In three further key evaluation areas (known as prerequisites) inspections focused on management systems and strategies aimed at meeting the goals of new school education programmes but also on preconditions of schools concerning human resources, financial and economic areas in order to meet their education programmes and on key results and the performance of school self-evaluation systems along with internal preventive and control systems. The CSI monitored the actual staffing of the schools visited, examined school managers, teachers who had taught for less than three years, and the professional level of teachers. When doing so the CSI concentrated on whether the requirements stipulated by the Education Act, Act No. 563/2004 Coll. on Pedagogical Staff and on the amendment to some other acts, as amended, Government Regulation No. 75/2005 Coll. on specifying the scope of direct teaching, direct education, direct teaching of pupils with special education needs, and direct pedagogical and psychological activities carried out by pedagogical staff are met.

## A.1

### Kindergartens

Pre-school education in the Czech Republic takes place in kindergartens, special kindergartens, in preparatory classes of basic schools and in preparatory classes of special basic schools.

Table 1

Overall evaluation of kindergartens by the Czech School Inspectorate in the school year 2008/2009

Key evaluation areas		Share of schools in the achieved level of evaluation (as %)			
		A	B	C	D
<b>Results of kindergartens</b>					
K1.	Provision of pre-school education, drawing up and introduction of school education programmes	0.2	1	67.1	31.7
K2.	Overall results of kindergartens, group and individual support in selected fields of education	2.1	12.9	59.5	25.6
K3.	Supporting development of functional literacy	0	5.2	68.2	26.6
<b>Prerequisites of kindergartens</b>					
K4.	Adherence to legal regulations valid in the area of pre-school education	0.2	3.4	73.8	22.6
K5.	Personnel, financial and economic prerequisites to meet SEP for pre-school education according to the requirements of the FEP for pre-school education	0	7.2	60.5	32.3
K6.	Self-evaluation systems, preventive and internal control systems	1.4	11.1	62.2	25.3

Key for individual levels of evaluation:

- A Situation displays high risks which can lead to the removal of a school from the Register of Schools pursuant to the provisions of Section 150 of the Education Act.
- B A school entity does not achieve a prescribed standard; identified risks can be corrected within the given time limit.
- C A school entity achieves, within the given criterion, a typical regional or national standard prescribed for the same type of school and school facility.
- D Activities of a school entity are in some areas above the standard or they are evaluated as an example of good practice (the scheme prepared by the Research Education Institute for examples of good practice was used).

In the last year the CSI visited 1,686 kindergartens, which accounts for 35.1 % of the total number of kindergartens. Altogether 3,189 inspections were carried out. In the school year 2008/2009 in total 1,092 SEPs of preschool education were evaluated. The summarised evaluation of pre-school education also encompasses data resulting from examinations of 40 complaints containing 98 indications of possible problems and from





participation of school inspectors in 169 selection interviews (tenders). The summarised findings arise from analyses of school documents and from on-the-spot checks – class observations and interviews with managers and other pedagogical staff. Conclusions stemming from questionnaires completed by parents are also included.

### A.1.1

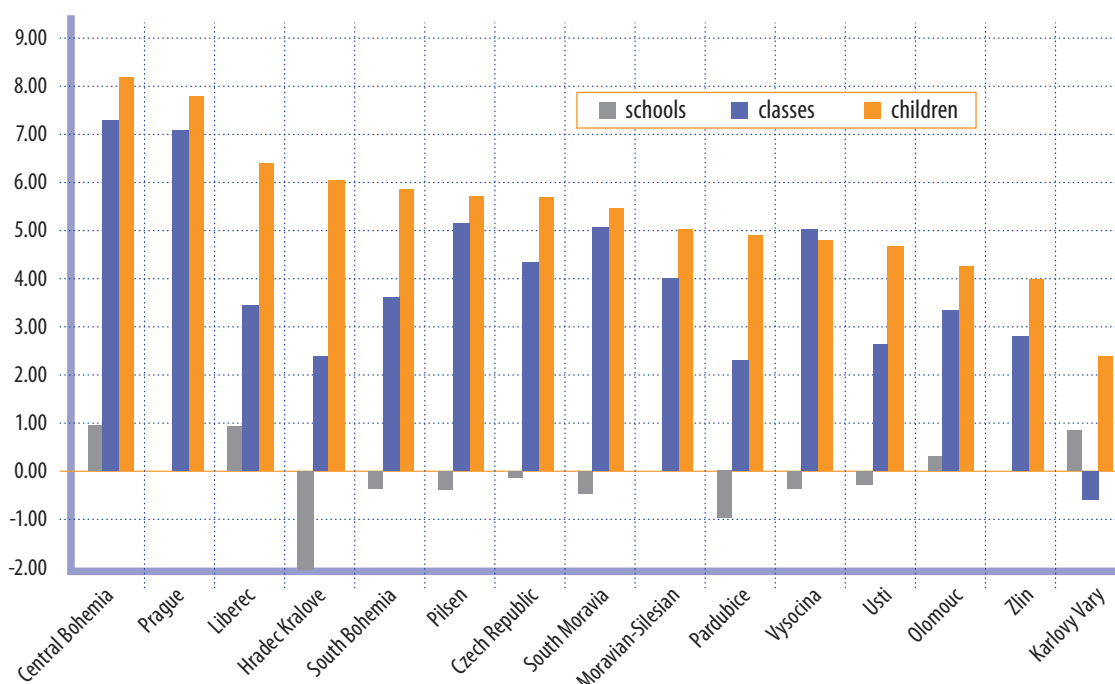
#### Provision of Pre-School Education

**The number of kindergartens** in the Czech Republic has not risen (according to the Register of Schools there was an increase only by one kindergarten). According to statistical surveys the number of small kindergartens accommodating a maximum of 50 children prevails. There are 57.7% small kindergartens of all the 4,809 kindergartens in the Czech Republic. The CSI visited 1,686 schools, of which 63% were small kindergartens educating up to 50 children. A year-by-year increase of 3.6% in the number of children involved in pre-school education was balanced by the increased number of children in individual classes. Thus the average number of children in one class has grown to 23.1. If the nationwide statistical records are taken into account one teacher is responsible for 12.8 children.

The country-wide trend of merging kindergartens and basic schools or administrative concentrations of more kindergartens into larger entities has continued. As a priority, kindergartens managed to provide education for children who are to begin compulsory schooling in one year. The number of children enrolling in kindergartens under the Education Act on a priority basis is stable and reached 92.8% of the total number of children in the population falling into this age category. If the numbers are compared with those of the previous year, the number of children below three years of age increased by 11.3%. However, the number of children who were not admitted to pre-school education has also been on the rise. In the last school year 6.2% of children were rejected.

Diagram 1

Changes in the number of kindergartens, classes and children in kindergartens from 30 September 2006 to 30 September 2008<sup>x/</sup> (the data on increase/decrease in percentage)



<sup>x/</sup> The basis for calculating a percentage increase or decrease is the number entered in the nation-wide statistical records as of 30 September 2006 and the closing number reported as 30 September 2008. Regions are sequenced according to the increase in the number of children; i.e. in a descending order.



In sample checks the CSI monitored the number of children enrolled and actually present in classes in the course of education. As far as the monitored sample of 1,798 inspections is concerned the average number of enrolled children was 23.1 per class, whilst the average number of children actually present was 15.8 children per class, and the average participation was 68.2%. Fewer than six children were in 2.2% of the observed classes. The share of unexcused absence of children from the total number of all absences was 0.1%.

### Provision of Pre-School Education for Children with Special Education Needs

Institutional care was provided in 112 special kindergartens. According to statistical data 8,673 children with SEN were reported from 1,022 kindergartens, thus the share of registered children with SEN was 2.9%. Support for these children was provided in 80.5% cases on a group basis and 19.5% children received individual support. Speech therapy was offered to 1.7% of children. Such care was predominantly provided in special speech therapy classes attended by 86% of children with speech impediments and only 14% of children have individual care.

The CSI found that the share of children with SEN was 3.5% in the kindergartens visited. In reality the need for support of children with SEN is higher than officially demonstrated by public records. Some kindergartens provided care to children with SEN without claiming any financial support.

As regards the identification of needs of disabled children and children with specific educational development disorders schools have good guidance. Kindergartens draw attention to the fact that there is no systemic approach towards speech therapy and the current needs of children exceed the capacities of kindergartens. With respect to the fact that the most frequent reason for postponing compulsory school attendance is a speech disorder, the provision of speech therapy is not sufficient.

Kindergartens identify children who are socially disadvantaged on the one hand and talented children on the other hand only with difficulty. However, kindergartens were the schools with best support provided to children with SEN. Activities of this kind were found in 82% of the classes observed.

### Drawing Up and Introducing School Education Programmes for Pre-School Education

The obligation to follow the Framework Education Programme for pre-school education (FEP PE) came into effect on 1 September 2007. To this end, the past school year was the second year of the implementation of SEPs.

The CSI evaluated a total of 1,092 SEPs in kindergartens while concentrating on the compliance with the national FEP according to the principles for drawing up SEPs.

Table 2

Results of SEP's evaluations in kindergartens according to obligatory chapters of FEP PE

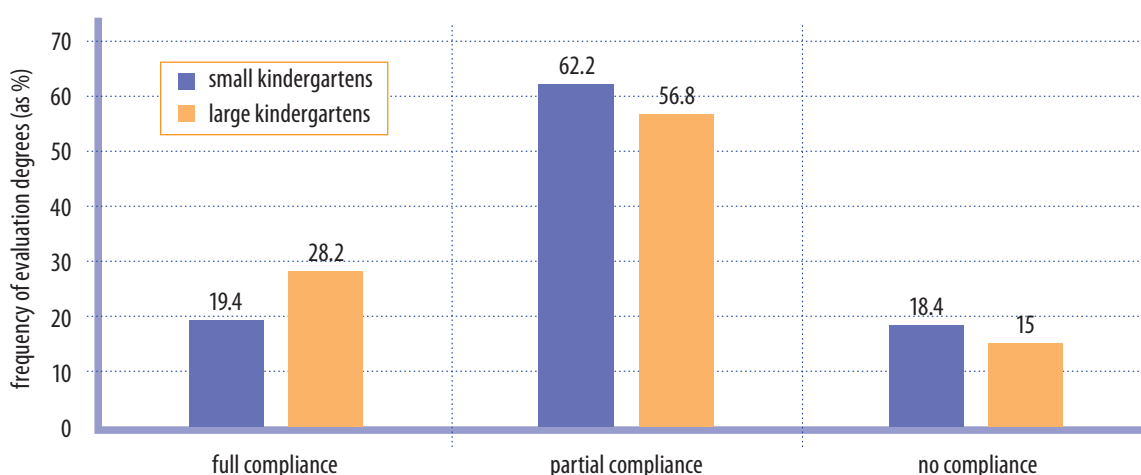
Obligatory chapters of FEP PE	SEP does not comply	SEP partially complies	SEP fully complies
Identification data	7.0	26.2	66.8
General description of a school	3.6	16.5	79.9
Conditions for education	5.6	53.8	40.6
Organisation of education	13.2	32.4	54.4
Description of education programme	6.4	32.7	60.9
Content of education	10.8	54.6	34.6
Self-evaluation system	10.7	50.6	38.7

All the observed kindergartens submitted a written SEP PE as the majority of schools drew up their programmes several years ago. Experience gathered on the basis of their gradual verification encouraged a range of schools to update their already finalised programmes. The CSI found that the rate of active approach of head teachers towards innovations and the establishment of a creative environment was 48.8% and that of teachers 45.2%.

SEPs for pre-school education are of different quality both in terms of their form and content. Only 22% of the evaluated SEPs for pre-school education were in full conformity with the **requirements** of the FEP PE. Formal errors which were usually removed during the inspection were the most common problems. The differences between the achievements of small and large kindergartens are shown by Diagram 2.

Diagram 2

Comparison of compliance of SEP with FEP PE in large and small kindergartens



The areas for improvement cover mainly better drawing up of integrated blocks and their application – in 45.3% of kindergartens, followed by further elaboration of the content of education and its incorporation at the class level in weekly and daily plans – in 48.1% of kindergartens. Problems in the system of self-evaluation recur and the same applies to preventive and control systems, where problems occurred in 50.3% of kindergartens, while rather serious problems were recorded in 12.5% of kindergartens.

Kindergarten teachers would welcome more detailed guidelines, instructions and interpretative communications relating to individual obligatory sections and the creation of opportunities for meetings and exchange of experience between schools.

The provision within pre-school education as well as the creation and introduction of school education programmes were evaluated as satisfactory with regard to 67.1% of kindergartens and as above standard with respect to 31.7% of kindergartens.

### A.1.2

#### Overall School, Group and Individual Results in Pre-School Education

Currently it is possible to evaluate whether school education programmes and school, group and individual results of kindergartens are met only in a very limited way due to the short period of their application. However, some problems in satisfying the demanding requirements laid down in the FEP PE can already be seen. Inspections encouraged corrections in 15% of schools.

The proportion of children having their compulsory school attendance postponed was 21.5%. The prevailing reasons for the postponement of compulsory schooling are



speech disorders and therefore some parents require the postponement of compulsory school attendance for their children. Children suffering from some types of disorders were correctly identified and supported in most kindergartens; on the other hand, problems with diagnosing exceptionally talented children and socially disadvantaged children still persist. Children in 8 % of schools did not have sufficient access to advisory services. The rate of individual integration has not increased and remained at the level of 6 % of children with SEN.

The objectives of minimal preventive programmes of socio-pathological phenomena are met within pre-school education only in 89.5 % of kindergartens. Occurrence of aggressive behaviour of children was reported only by 10 % of head teachers and 14 % teachers of kindergartens.

Kindergarten teachers identified the increasing number of children in classes and the administrative burden as their largest obstacle. They also identified as missing the provision of guidelines and systemic further education of teachers, followed by the need for more information on how to work with SEPs and the FEP PE. Kindergarten staff also mentioned risks concerning staffing and economic background, predominantly long-term under-financing of schools as they do not have funds for reconstruction and the modernisation of equipment and teaching aids.

Inspectors saw activities supporting health and promoting a healthy life style in 92 % of the classes visited and 39 % of kindergartens demonstrated clear profiling towards support of education to health. Sports and motor activities were at a good level in all the visited kindergartens. Topics about sexual education were included in the activities of 46 % and kindergartens while topics about protecting people in emergency situations were covered in 65 % of kindergartens.

In 91 % of the visited classes activities focusing on environmental topics were observed. Children are most often instructed about the care for the environment; 40 % of the kindergartens actively cooperated with local environment protection centres.

The highest degree of capability of teachers to adapt to the needs for development of child personality was ascertained within pre-school education. Activities with a differentiated and individual approach towards children are at a high level.

Overall results of kindergartens, group as well as individual support for children in kindergartens, were evaluated as satisfactory in 59.5 % of kindergartens and as above standard in 25.6 % of kindergartens. Nonetheless, it is exactly this area where kindergartens display some gaps and the CSI assessed results as unsatisfactory in 15 % of kindergartens.

### A.1.3

#### **Support for Development of Basis of Functional Literacy in Pre-School Education**

Support for the development of elementary skills in the context of reading literacy was monitored in all the classes visited. Communication concerning the text read by teachers was evaluated positively in 96.7 % of inspection observations. Support for a positive relation to history, arts and culture was recorded by 94 % of observations. ICT resources were effectively used for the education of children in 21 % of the visited classes.

The growth in the number of kindergartens which included foreign language instruction in their provision should be considered as positive. Such activities were observed in 50 % of the schools visited although language education at the pre-school age has not yet been addressed in a systematic way. The curricula encompass mainly the English language (in 95 % of schools which provided foreign language teaching).

These were kindergartens where inspectors identified the best possible practice in terms of a differentiated and individual approach to children. Such an approach was evaluated as satisfactory in 68.2 % kindergartens whilst in 26.6 % of kindergartens it was assessed as above standard.



## A.1.4

### **Adherence to Legal Regulations in Pre-School Education**

The CSI monitored whether selected provisions of the Education Act, obligatory indicators resulting from implementing school legal regulations, were observed and Tables C 20b–C 20d in Part C of this Report contain summary results stemming from public-legal audits, checks of provision of meals in schools and occupational health and safety (OHS) in kindergartens.

In the school year 2008/2009 the kindergartens visited were provided with a total of 412 time extensions in order to have time to adopt measures to remove established deficiencies, of which 68 related to violations of the Education Act and 211 violations of regulations concerned OHS. 121 infringements which were found by means of public-legal audits and 12 problems were uncovered in the provision of meals. A range of insignificant formal irregularities were tackled in cooperation with school management during inspections. The most frequent infringements are included in Part C, namely in Tables C 20a–C 20d. None of the kindergartens was proposed for removal from the Register of Schools.

As far as the aforementioned area is concerned the CSI detected serious deficiencies in only 3.6% of kindergartens. In other schools the vast majority of established deficiencies had the nature of negligible risk and they were primarily formal and/or administrative failures which were remedied in the course of the inspection.

## A.1.5

### **Prerequisites of Kindergartens to Satisfy SEPs PE**

#### **Staffing Requirements of Kindergartens**

##### ***Kindergarten Management***

The rate of turnover concerning school management was 3.7% and it might be said that this is a very low percentage. There were 169 selection interviews to appoint new school head teachers, which is 37 more than in the past year. Most selection interviews were held in the Central Bohemian Region.

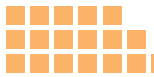
Professional qualification requirements were satisfied by 95.0% of head teachers. The CSI uncovered 17 cases of violations of the Education Act which directly related to the performance of the office of a head teacher. The quality of school management can also be demonstrated by the low number of complaints delivered to the CSI and the fact that out of 98 points contained in complaints only 20 were found to be justified. The most frequent complaints about schools were problems with communication with the parents (statutory representatives) of children.

The majority of head teachers commented on the excessive administrative burden which limits their capacity to focus on the quality and effectiveness of pedagogical processes.

##### ***Kindergarten Teachers***

The number of kindergarten teachers recalculated on the basis of the nation-wide statistical records is 23,567.8 and the CSI monitored the work of 3,787 teachers (16%). The proportion of female teachers reached 99.1%. The average age slightly decreased to 44.1 years and the proportion of teachers who had taught less than three years increased to 10.6%. The proportion of qualified teachers is 91.5%. There was a low rate (4.3%) of teachers who are professionally specialised (education advisers, coordinators of SEPs, teachers providing advice on teaching methods and so forth) and when compared with the previous year it represented a decline. Kindergarten teachers have only limited opportunities for professional development and career growth during their professional life. The proportion of pedagogical staff having practised for 35 years and more increased to 9.2%.





The average salary of teachers in the kindergartens visited was CZK 20,368, of which sliding components represented 20.5%. When compared with the previous year the amount for overtime (teaching more hours than prescribed) increased from CZK 86 per hour to CZK 108 per hour. The expenditure on the further education of kindergarten teachers was CZK 868 per teacher and thus it decreased, in comparison with 2007, by 13.5%.

### Economic Conditions in Pre-School Education

The MEYS specified in compliance with Section 161 (1) of the Education Act for the calendar year 2009 a country-wide normative expenditure per child between 3 and 5 years of age the amount of CZK 37,496. The CSI evaluated the current situation concerning economic conditions in the schools visited while taking into account selected indicators and monitored the year-on-year growth and development since 2006.

Non-investment expenditure (NIE) in the visited kindergartens reached CZK 2,190,874,803 in total, which represents CZK 68,893 per child. The share of the state budget was 67.6%. Salary expenses were CZK 830,152,607, which accounts for 37.9% of the total NIE.

Table 3

#### Evaluation of economic conditions in the kindergartens visited

Monitored indicators	Small kindergartens	Large kindergartens	Kindergartens + basic schools
Non-investment expenditure (NIE) per child	68,846 CZK	68,913 CZK	52,326 CZK
NIE from the state budget (SB) per child	50,334 CZK	45,041 CZK	39,515 CZK
Further education of teachers per child	110 CZK	794 CZK	772 CZK
Average salary of teachers	21,343 CZK	19,945 CZK	25,549 CZK
Share of sliding salary components	22.7 %	20.2 %	21.0 %
Amount for overtime	212 CZK	63 CZK	354 CZK

When compared with other levels of education, kindergartens had only very limited access to development programmes funded by the MEYS and the European Social Fund (ESF). In the past school year 411 programmes were appraised, of which 377 were school projects aimed at “increasing claimable salary components and motivating salary components of teachers with regard to the quality of their work”. For more detailed information see Part C, Table C 18. In the course of 2009 the option of kindergartens to be involved in the projects of the Operation Programme Education for Competitiveness increased; however, there is still not enough information about such possibilities. Kindergarten head teachers expressed their concerns about managing complicated procedures relating to such subsidies.

When assessing the prerequisites for meeting the objectives laid down in SEPs PE in conformity with the requirements of the FEP PE the CSI established quite serious deficiencies in 7.2% of kindergartens. Other schools are capable of reasonably meeting the requirements of their SEP, nevertheless it is important to note that potential risks pertaining to staffing and economic conditions exist.

## A.1.6

### Self-Evaluation Systems, Preventive and Internal Control Systems

#### Results of Public-Legal Audits

The summarised results of public-legal audits focusing on how funds from the state budget are used revealed the most frequent problems with financial management in



kindergartens. 258 kindergartens and 73 entities where a kindergarten was merged with a basic school were reviewed. Funds received by schools amounted in total to CZK 668,724,950, while the amount of checked funds was CZK 641,789,390 and established financial irregularities totalled CZK 2,269,893 and estimations concerning violations of budgetary discipline amounted to CZK 96,713. The CSI forwarded three indications of possible problems to the relevant auditing and regulatory bodies.

Problems in merged kindergartens and basic school appeared to be more serious. In 73 entities the total volume of received funds from the state budget amounted to CZK 545,785,227 whereas the amount of checked funds was CZK 431,396,394. The total amount of established irregularities was CZK 8,929,391 and the budgetary discipline was violated to the extent of CZK 8,898,802.

In total, kindergartens were provided with 121 time extensions to be able to adopt measures to remove deficiencies uncovered by means of public-legal audits and eight indications of more serious problems were forwarded to relevant regulatory bodies. An overview of the errors made by schools in this area is to be found in Part C, Tables C 20a-C 20d.

As far as the financial management of kindergartens is concerned it is obvious that kindergartens are striving to utilise funds efficiently, economically and effectively; however, their resources are often insufficient.

### **Conditions for the Health and Safety of Children**

The summarised results arising from comprehensive checks of OHS and institutional evaluation of kindergartens show that it is more often small kindergartens which have problems with OHS. The CSI provided in total 211 time extensions to adopt measures with the aim of removing established deficiencies. An overview of the problems in schools is included in Part C, Table C 20d.

In the last school year 698 school injuries were reported by kindergartens. The rate of school injuries was 0.23 and remained at the same level as in the previous school year. Injuries of the head (41.8%), arms/hands (37.5%) and legs/feet (14.3%) ranked among the most frequent injuries. Kindergarten managements adopted educational measures in 76%, organisational-technical measures in 12.5%, while the rest of the 11.5% of kindergartens did not take any measures.

With regard to self-evaluation systems and preventive and control systems inspections revealed deficiencies in 12.5% of kindergartens but also in other schools support should be focused especially on self-evaluation.

## A.1.7

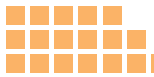
### **Conclusions**

#### **Material Differences among Kindergartens**

Minimal differences between small and large schools are seen in the area of adherence to regulations and providing educational activities. Small schools have greater problems in the areas relating to administrative demands (for example OHS systems), they struggle with insufficient resources and are more affected by their founders and external economic and social conditions.

The comparison of economic indicators between small, large and merged kindergartens demonstrated that the economic preconditions differ. The largest volume of non-investment expenditure per pupil was seen in large kindergartens whilst the lowest expenditure of this type occurred in merged kindergartens. Teacher education is supported in a comparable way in large and merged kindergartens; however, in small kindergartens this support accounts only for 13.8% of expenses for the further education of teachers paid in large kindergartens. The largest kindergartens reported the lowest average salary and the lowest expenditure on overtime.





The CSI also monitored differences between legal entities performing activities of only kindergartens and legal entities which are simultaneously kindergartens and basic schools. Legal entities carrying out only the activities of kindergartens are better evaluated in managing pedagogical processes and thus only minimal differences were ascertained as regards results. Currently it can be judged that mergers of the both types of schools within one legal entity are more effective in terms of financial management and such mergers have only a neutral impact on the quality of pre-school education.

### **Areas Selected for Improvement in Pre-School Education**

Measures adopted at the level of schools aimed at the removal of deficiencies detected in the area of school education programmes (78 % of kindergartens), enhancement of preventive systems of OHS (47.4 % of kindergartens), improvement of financial management of funds allocated from the state budget (33.3 % of kindergartens), removal of violations of the Education Act (17.5 % kindergartens) and improving provision of meals in schools (1.9 %). A high percentage of kindergartens would welcome, when solving such deficiencies and errors, greater support from their founders.

As regards human resources, the risk factors seem to be quite a high average age and high demand for qualifications. The issue of just remuneration has not yet been solved if this segment is compared with other segments of education.

Specifying of the educational content of SEPs in accordance with principles set out in the FEP PE remains a problem (65.4 % of kindergartens).

Kindergartens have not yet been able to set up a functional, comprehensive system of self-evaluation (61.3 % of kindergartens). Most frequently they do not know how to determine responsibilities, time schedules, managements do not know how to establish such systems and they often use methods and procedures that are unsuitable and inadequate with regard to the size of school and thus they increase the already excessive administrative burden.

### **Material Differences among Regions**

As far as the provision of pre-school education is concerned, kindergartens in the Olomouc Region were evaluated as the best ones, on the other hand problems were detected in the South Moravian Region.

With respect to management of funds allocated from the state budget problems occurred most often in the Vysocina Region whereas kindergartens established in the Hradec Kralove Region were evaluated as the best in this area.

School systems of OHS displayed the greatest problems in the Vysocina Region and the capital city of Prague was evaluated as the best in this area.

As regards development of SEPS most problems occurred in the Pardubice and Usti Regions whilst the fewest problems were detected in the Moravian-Silesian and Hradec Kralove Regions.

Good evaluation concerning a differentiated and individual approach towards children was awarded to kindergartens in Prague and the Moravian-Silesian Region. On the other hand the CSI required mostly kindergartens in the South Moravian Region to improve in this area.

A good level of school systems of self-evaluation was found in kindergartens of the Pilsen Region, followed by the Moravian-Silesian Region and Prague. More attention to this area must be paid in the Pardubice, Zlin, Liberec and Usti Regions.

### **Systemic Risks in Pre-School Education**

Problems of kindergartens with implementation of FEP PE appear to be acute. No valid document as guidelines for drawing up SEPs is not perceived in kindergartens unambiguously. On the one hand kindergartens can see benefits in larger freedom for





the arrangement of their education programmes; on the other hand, kindergartens emphasised mainly the need for better guidance in this area. The preparedness of teachers for curricular reform is still low and a system for further education of teachers for this level of education is missing.

In the FEP PE there is no minimal standard content in relation to the age of children and, moreover, kindergartens are lacking instructions for appropriate procedures and methods as well as for organising and establishing integrated blocks. The FEP does not define minimal suitable material and technical conditions according to real possibilities of kindergartens.

The area of self-evaluation seems to be very problematic as managerial skills as well as activities of teachers in this are lacking (for more details see Part C, Table C4).

The biggest barriers in kindergartens are in the access to ICT resources and low ability to work with information.

The links between educational levels are not solved for children who start to attend basic education and for their enrolment onto the 1<sup>st</sup> grade of basic school tests and procedures not having any relation to outcomes required by the FEP PE are used.

Underfinancing of this segment of education from the state budget persists, the real salary decreased, the support for education of teachers dropped while the proportion of obsolete equipment and educational aids for children is on the rise.

Currently kindergartens do not possess enough information about and are not prepared for obtaining support from the ESF within the Operational Programme Education for Competitiveness.

## A.2

### Basic Schools

Table 4

Overall evaluation of basic schools by the Czech School Inspectorate in the school year 2008/2009

Key evaluation areas		Share of schools in the achieved level of evaluation (as %)			
		A	B	C	D
<b>Results of basic schools</b>					
K1.	Provision of basic education, drawing up and introduction of school education programmes	2.8	17.9	56.8	22.5
K2.	Overall results of basic schools, group and individual support in selected fields of education	1.4	14.5	63.3	20.8
K3.	Supporting development of functional literacy	0.2	2.8	72.2	24.8
<b>Prerequisites of basic schools</b>					
K4.	Adherence to legal regulations valid in the area of basic education	0.1	4.3	73.1	32.5
K5.	Personnel, financial and economic prerequisites to meet SEPs for basic education according to the requirements of the FEP for basic education	0.1	3.6	64.8	31.5
K6.	Self-evaluation systems, preventive and internal control systems	0.3	5.4	65.0	29.3

Key for individual levels of evaluation:

- A Situation displays high risks which can lead to the removal of a school from the Register of Schools pursuant to the provisions of Section 150 of the Education Act.
- B A school entity does not achieve a prescribed standard; identified risks can be corrected within the given time limit.
- C A school entity achieves within the given criterion a typical regional or national standard prescribed for the same type of school and school facility.
- D Activities of a school entity are in some areas above the standard or they are evaluated as an example of good practice (the scheme prepared by the Research Education Institute for examples of good practice was used).





Basic education is implemented in the Czech Republic in basic schools, special basic schools and at the lower level of six- or eight-year secondary general schools (gymnasium). During the last year the CSI visited altogether 2,379 basic schools (BSs), which accounts for 57.6% of the total number of basic schools, and 122 six- or eight-year secondary general schools (SGSs).

In total 4,280 inspections were carried out. Summarised evaluation of the situation in basic education also encompasses findings arising from examination of 227 complaints containing 528 points and from participation of school inspectors in 215 selection interviews. Altogether 1,292 SEPs BE were evaluated. The findings obtained are based on analyses of documentation of schools, on-the-spot checks, observations and interviews with pedagogical staff and questionnaires completed by both parents and pupils.

## A.2.1

### Provision of Basic Education

**The number of basic schools** decreased, according to statistical records, by 22 schools (i.e. by 0.5%), which means that in total 4,133 basic schools were recorded in the Register of Schools. However, the number of small schools (up to 150 pupils) showed an upward trend and their number increased by 151 and currently such small schools prevail (52.8% of all basic schools). Pupils also meet their compulsory school attendance in 314 six- and eight-year secondary general schools and 18 conservatoires (secondary schools of music and arts).

As regards the capacity of BSs there is an adverse situation mainly in the Central Bohemian Region; in some localities the problem with insufficient capacity of schools is gradually being transferred from pre-school education to basic schools.

### Pupils in Basic Education

According to statistical data altogether 858,627 pupils participated in compulsory school attendance, of whom 95% attended BSs and 5% attended secondary schools and conservatoires. This area of education saw a year-on-year decline by 3.3%. The share of pupils in compulsory schooling in a corresponding age category of population is 102.3%. The proportion of pupils at the elementary level of BSs in the population between 6 and 10 years was 100.5%, whereas the share of pupils at the second level of basic education was 92.7% and both groups displayed a decline. The ratio of pupils of the elementary (1<sup>st</sup> level) and children in pre-school education was 1.5. The ratio of pupils of the 2<sup>nd</sup> level (lower secondary level) and the elementary level is 0.78. If nation-wide statistics are taken into account there are 12.8 pupils per teacher and the average number of pupils in one class was 19.2.

### Provision of Basic Education for Pupils with Special Education Needs

Institutional care was provided in 399 special basic schools. According to statistical data the 3,352 traditional basic schools reported in total 72,854 pupils with SEN and the share of such pupils in the total number of pupils accounts for 8.9%. Of this number 52.9% pupils were educated in special classes and 47.1% with SEN were individually integrated. The rate of individual integration was 4.2% in BSs whilst in six- and eight-year secondary general schools it stood at only 1.1%.

There were 35.0% pupils with mental disorders among disabled pupils whereas in kindergartens this proportion was only 5.7%. Basic schools identified 46.3% of pupils with development learning disorders and 3.2% of pupils displaying behaviour disorders.

2,028 children, including two recognised refugees, attended in the school year 2008/2009 **preparatory classes** established for children coming from a socially disadvantaged environment. Out of this number there were 1,507 children without SEN and



521 children with SEN. If these numbers are compared to those of the previous year the total number of children in preparatory classes grew by 5.1 %. The most considerable increase in the number of socially disadvantaged children was in the Pardubice Region (by 56.5 %), followed by the Vysocina Region (31 %) and the Usti Region (27.1 %). On the other hand, the largest decline in the number of socially disadvantaged children was seen in the Central Bohemian Region – 38.5 % and in the Zlin Region – 24 %.

In the schools visited the CSI ascertained that 4.4 % pupils with SEN had been identified and recorded in the School Vital Records (School Registers). The difference between these numbers and higher nation-wide average numbers can be confirmed by the fact that support for such pupils was ascertained in only 56.9 % of observed lessons.

Basic schools stated that they identify mainly socially disadvantaged pupils only with difficulty.

### Provision of Basic Education for Gifted Pupils

The share of pupils leaving basic schools to start to study at either a six-year or eight-year secondary general school decreased on an annual basis by 12.2 %. Six- and eight-year secondary grammar schools reported a decline in pupils who filed an application for studies by 4 %, and the average number of pupils in one class was 32.8 pupils. The ratio between demand and supply was 1.7.

282 pupils enrolled in lower grades of conservatoires and thus these schools display a ratio between demand and supply corresponding to 2.3.

The visited schools reported only 0.2 % pupils recorded as gifted pupils. Schools have a problem identifying gifted pupils and furthermore the CSI found that targeted support was provided in only 21.7 % of the observed lessons held in classes where such pupils were recorded.

### Drawing Up and Introducing School Education Programmes for Basic Education

Schools were obliged to introduce teaching according to the Framework Education Programme for Basic Education (FEP BE) from the school year 2007/2008. Thus in the past school year schools implemented their own education programmes both at the first and second levels of education.

All the schools visited have drawn up their SEP. In the school year reviewed the CSI evaluated 1,292 SEPs and in total 1,859 such school documents were evaluated. The CSI detected that 46.3 % of head teachers and 44.5 % of teachers of basic schools demonstrated an active approach towards innovations and the establishment of a creative environment; however, when this indicator is compared with the previous year the values are slightly lower.

Table 5

Results of SEP's BE evaluations in basic schools and at the lower level of six- and eight-year secondary general schools according to obligatory chapters of the FEP BE

Obligatory chapters of the FEP BE	SEP does not comply		SEP partially complies		SEP fully complies	
	BS	SGS	BS	SGS	BS	SGS
Identification data	2.3	4.9	14.4	27.9	83.3	67.2
General description of school	1.1	0.8	45.0	37.7	53.9	61.5
Conditions for education	5.8	2.5	53.2	67.2	41.0	30.3
Organisation of education	10.9	8.2	35.9	29.5	53.2	62.3
Description of education programme	2.8	0.0	49.9	45.1	47.3	54.9
Content of education	10.3	1.6	31.2	32.8	58.5	65.6
Self-evaluation system	12.3	5.7	35.7	26.3	52.0	68.0





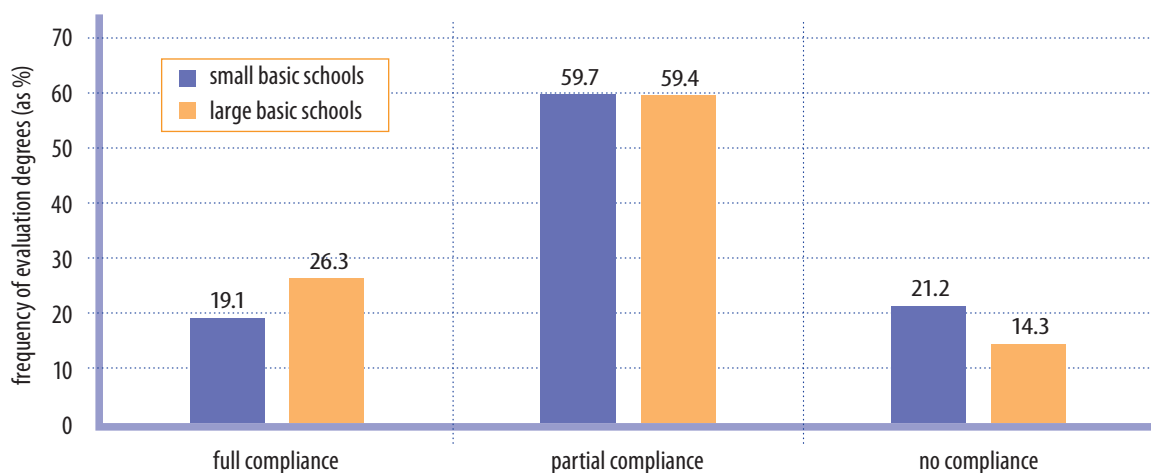
The evaluated SEPs were of a very different level. Full compliance of a SEP with the FEP BE was ascertained by inspectors in 22.5% of schools, formal deficiencies were uncovered in 59.6% of schools but these did not influence the quality of the education of pupils. Inspectors detected serious problems relating to 17.9% of SEPs.

As regards the lower level of six- and eight- year secondary grammar schools full compliance of SEPs with the FEP BE was ascertained in 24.2% of schools, formal deficiencies were found in 68.3% of schools and these were removed during the inspections. Serious errors were uncovered in 7.5% of schools.

Differences between the actual SEPs and the FEP BE in small and large basic schools are demonstrated by the data in the following Diagram 3.

Diagram 3

Comparison of compliance of SEP with FED PE in large and small basic schools



The results of inspections indicate that 97.2% of the evaluated schools provide comparable basic education in terms of the content. Areas requiring improvement and thorough elaboration are as follows:

- safeguarding instruction of socially disadvantaged pupils (relates to 46.4% of assessed SEP BE);
- safeguarding instruction of mentally or physically disadvantaged pupils (32.5% of SEPs BE); and
- self-evaluation system of schools (22.9% of SEPs BE).

In basic schools which had only the elementary level (BSs 1) the following areas must be added:

- safeguarding instruction of disabled pupils (25.6% BSs1);
- activities of schools pertaining to long-term projects and international cooperation (23.3% BSs1); and
- completing notes to curricula (21.8% of BSs1).

The following is a problematic area at the lower secondary level of in six- and eight-year secondary grammar schools (SGS1):

- safeguarding instruction of disabled pupils (23.9% of SGS1).

Principles for drawing up SEPs for the whole educational cycle and the relative stability of such documents, under which a school provides basic education, were in the vast majority of cases respected by schools and therefore SEPs were conceived as comprehensive documents for the provision of education with special definition of all grades and fields of education. Only some one and/or two class schools had their SEPs drawn up only for classes where education was carried out.



Essential positive features of the evaluated SEPs when they are compared with the FEP BE are mainly definitions of real possibilities of schools and relating an appropriate and feasible focus of a school. The strength of evaluated SEPs is also the definition of basic education in terms of time schedules, content and organisation both in the area of syllabus and curricula.

A risk, with regard to the principle of openness of SEPs for all participants in basic education, is the area of equal opportunities. A number of schools prepared a document only for really enrolled pupils and did not take into consideration the entry of new pupils with different variants of disadvantages and different educational needs. Schools did not incorporate in their documents principles for admitting new pupils who were transferred from a different SEP BE.

The CSI established deficiencies concerning SEPs in 20.7% of BSs while in other schools their level was satisfactory.

## A.2.2

### Overall School, Group and Individual Results in Basic Education

Evaluation of how SEPs for basic education are applied is limited by the fact that such programmes are not applied in all grades of compulsory schooling and it has only been possible to monitor their impacts for a short period of two years. Owing to the fact that the CSI does not have at its disposal the summarised results of schools which participated in national or international external surveys aimed at individual results of pupils, it is difficult to monitor progress made in the results of education at the level of individual schools. Results of self-evaluation of schools are not currently particularly trustworthy since the systems of school self-evaluation are the most problematic areas in the majority of basic schools.

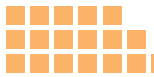
The share of pupils who have not completed basic education was 4.2% in the last school year. A slight increase in failures of pupils in the context of some localities where there is a higher threat of social and economic disadvantage was detected. The measures adopted (establishment of preparatory classes and appointment of assistants to teachers) were evaluated as effective but their funding remains a problem.

In sample checks of 6,619 classes the CSI monitored the number of children enrolled and actually present in classes in the course of education. In 52% the real number was higher than the nation-wide average, 33 was the highest number of pupils present in the class and two was the lowest number. The average number of enrolled pupils was 17.4 whereas the average number of pupils present was 15.3. The average participation in class instruction was 87.7%. The number of classes where there were less than six children was 265. The proportion of unexcused absence from the total number of lesson absences was 1.9%. 11% of head teachers and 17% of teachers of basic schools reported occurrence of aggressive behaviour of pupils.

A positive trend is represented by the growth in the number of ascertained innovations in the content of basic education. All basic schools made use of the results of the project covered by the Operational Programme – Development of Human Resources funded from the ESF and presented under the name “HODINA” (HOUR) and improved what schools had on offer as well as profiling their SEPs at the lower secondary level of BSs. However, utilisation of development projects funded by the ESF and the MEYS is quite limited within basic education. BSs indicated administrative demands and insufficient staffing going hand in hand with low finance as their largest obstacle.

All the schools visited carried out educational activities leading to health and implemented a minimal preventive programme for preventing socio-pathological phenomena. 91% of the schools visited carried out activities and taught topics aimed at sexual education and all schools covered topics about the protection of people in emergency





situations. Regular physical training is possible in 61 % of schools due to good spatial and material conditions.

According to statistical data 100 BSs provided extended teaching for 6,811 pupils. Most frequently extended lessons aimed at physical training, ICT, arts and culture, and natural sciences. The targeted support to gifted pupils was provided only in 22 % of the lessons visited.

Activities aimed at targeted support of pupils with SEN were seen in the visited schools in 57 % of monitored hours.

As regards the lower secondary level of secondary general schools, support for pupils with SEN was ascertained only in 35 % of hours where such pupils were present and gifted students received targeted support only in 27 % of the visited lessons.

Overall school results, the level of group and individual support in basic education were evaluated by inspections as satisfactory in 84.1 % of schools whilst deficiencies were uncovered in 15.9 % of schools.

### A.2.3

#### Support of Development of Functional Literacy in Basic Education

As far as basic education is concerned, all schools managed to prepare and introduce instruction in the English language from the 3<sup>rd</sup> grade. English was taught as the first foreign language in 98.3 % of the schools visited. The CSI has not yet found any school where other subjects would be taught in a foreign language. The exception was one school where several subjects were taught in English; however, it was only the first year of the project. It is positive that 23.9 % of schools made use of the European Language Portfolio when teaching the English language and 16.1 % schools used the same portfolio for their instruction of the German language.

It is also considered to be positive that schools managed, at least at the minimal level, to organise instruction in information and communication technologies according to the requirements of the FEP BE, 57 % of the schools visited offered optional ICT subjects and 65 % of schools also offer some school clubs relating to ICT. In 63 cases the CSI saw independent computer presentations of pupils. However, material background and technical equipment for supporting development information literacy appears to be poor.

Inspections monitor, on an ongoing basis, the basic criteria for supporting reading literacy in all classes visited; 96.4 % of visited lessons displayed activities of work with texts and pupils were led to understand the text they were reading. Activities aimed at supporting a positive relation to history and the arts were seen in 92 % of the classes visited. In 84 % of observed lessons teachers used inter-subject links to related educational fields and thus better consistency between different educational areas according to the FEP BE was ascertained.

99 % of the visited schools inter-linked teaching of natural sciences with environmental education and 87 % of schools reported activities of environmental education in the form of projects. Environmental education is among the optional subjects in 36 % of schools. In 70 % of basic schools pupils were involved in development programmes and in specific environmental projects (environmental education, instruction and culture), participated in environmental contests and other similar thematic activities. According to qualified estimates of school managements the funds paid for environmental projects saw an increase of about 46 % when compared to the previous school year and the growth in salary funds for coordinators of environmental education, instruction and culture activities was 143 %.

Deficiencies in the area of the support of the development of functional literacy, in differentiated and in an individualised approach were found by inspectors in 3 % of schools; other schools provided satisfactory support.



## A.2.4

### **Adherence to Legal Regulations in Basic Education**

The CSI monitored whether selected provisions of the Education Act and relating legal regulations were observed. Summarised results of OHS, meals provided by schools and public-legal audits in BSs are included in Part C, Tables C 20b-C 20d.

In the school year reviewed schools were provided with a total of 321 time extensions in order to adopt measures aimed at the removal of revealed deficiencies, of which 128 extensions pertain to the area of OHS, 102 concerned violations of the Education Acts (8 related to SEP), 89 related to public-legal audits and two extensions covered meals at schools. A range of immaterial failures were tackled along with school managements during the inspection.

In basic education one motion for removal from the Register of Schools was filed and the reason was that the school failed to act. The most frequent problems of schools are included in Part C, Tables C 20a-C 20d.

Inspections led to corrections in 4.4% of schools. In other cases there were only formal errors which schools managed to remove during inspections.

## A.2.5

### **Prerequisites of Basic Schools to Satisfy SEP BE**

#### **Staffing Requirements of Basic Schools**

##### *School Management*

The CSI monitors the current situation concerning the area of human resources in schools visited as well as changes in selected indicators on an annual basis. Summarised results are included in Part C, table C 8. Further details and development within the three-year period are described in Chapter B.5.

The number of selection interviews aimed at appointing head teachers slightly decreased. 215 head teachers were changed, which was 14 head teachers less than in the previous school year. The most selection interviews were held in the Central Bohemian Region. 97.1% of head teachers met qualification prerequisites. The change rate in school management is 5.2% and this is the highest among all educational segments. Despite this fact it is important to stress that changes in managerial positions of BSs are very rare. With regard to the demanding tasks relating to the office of head teacher it may be assumed that the quality of head teachers in basic schools is very high and that they manage their offices well.

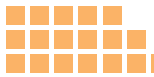
The number of complaints filed concerning BSs was 227 and these contained 528 points indicating possible problems, of which 134 were found to be justified. The most frequent reasons for complaints were problems in communication with parents (statutory representatives) of pupils, educational measures and classification of behaviour. As regards the staffing of school 27 BSs were provided with time extensions in order to adopt corrective measures to remove established deficiencies.

Both the level of management and the strategic objectives of basic schools are getting better.

##### *Teachers in Basic School (Pedagogical Staff)*

The number of teachers of BSs calculated on the basis of the nation-wide statistics was 59,492.3. When observing classes of BSs the CSI evaluated 6,619 teachers (11.1% of the total number of teachers in BSs). The proportion of female teachers was 82.2%. The average age decreased to 42.1 years and the proportion of teachers who had taught less than three years increased to 9.0%. The share of teachers teaching for 35 and more years was 7.0%. However, this adverse trend in BSs is partially compensated for by the arrival of new teachers. Thus the average number of teaching years is 17.8.





The proportion of qualified teachers is 86.2%. High segment risks relating to the teaching of some subjects persist. When taking into account the total number about 15% of teachers are without appropriate qualifications and teachers of foreign languages remain a long-term problem as there are 19.2% of them without the required qualifications. As regards unqualified teachers in basic schools they are mainly in the group of teachers teaching social sciences – 39.2%, the crisis level can be seen in the Czech language – 15.3% BSs1 and 12.3% in BSs2, but there are also problems in mathematics – 14.1% BSs1 and 11.3% in BSs2, and other natural sciences – 18.4% BSs1 and 11.7% BSs2.

58.0% of teachers in BSs1 and 63.3% in BSs2 have been trained for work with ICT (extended modules of state information policy in education). 54.6% of BSs1 teachers and 50.1% of BSs2 teachers declare that they have active knowledge of a foreign language.

Basic schools display the largest share of teachers having professional specialisation (32.3%); when their share is compared with numbers of the previous year the CSI recorded a leap in their numbers. A number of teachers of BSs undertook specialised higher education programmes aimed at extending their qualifications. This phenomenon can be considered as a positive impact of the Act on Pedagogical Staff in practice of BSs.

A specialised employee of a school coordinates programmes on the prevention of socio-pathological phenomena in 60.4% of schools.

The CSI, using sample surveys, tried to find whether teachers can get an assistant. In basic schools this option was used in 1,024 hours of 6,619 observed hours included in the survey. The rate of using assistants for the benefit of teaching was 50.1% but the lower secondary level of BSs reported a lower rate in comparison with the elementary level – it was only 37.6%. Some teachers admit that they are helpless to a certain degree and it is difficult for them to cooperate with an assistant.

Educational advisors who kept registers of pupils with SEN and provided parents with advice on future professions or studies of their children worked in all basic schools. When trying to find respective disorders of pupils the majority of schools cooperated with external experts because a psychologist or SEN teachers were available only in some schools.

The average salary of teachers in the schools visited was CZK 23,761, while sliding components were 19.9%. The amount paid for overtime decreased, when compared with the previous year, from CZK 455 to CZK 432. Expenditure on the further education of teachers of BSs was CZK 916 per teacher and thus it decreased by 17% when compared with 2007.

### **Economic Conditions in Basic Education**

The MEYS specified, in compliance with Section 161 (1) of the Education Act for the calendar year 2009, a republic-wide normative expenditure per child between 6 and 14 years of age the amount of CZK 44,126. The CSI evaluated the current situation concerning economic conditions in the visited schools while taking into account selected indicators and monitored a year-on-year growth while comparing the situation between 2006 and 2008.

Non-investment expenditure totalled CZK 10.4 billion in the schools visited. On average an amount of CZK 182,539 was allocated to each pupil. The share of the state budget was 73.9%. The payroll expenditure was CZK 4.7 billion. The share of total NIE was 48.1%.

Comparison of economic indicators demonstrates differences between small and large schools as regards expenditure per pupil and expenditure on the further education of teachers, differences in sliding components and using overtime.





Table 6

## Evaluation of economic conditions in visited basic schools

Monitored indicators	Small BSs	Large BSs
Non-investment expenditure (NIE) per child	94,247 CZK	51,667 CZK
NIE from the state budget (SB) per child	75,226 CZK	38,712 CZK
Further education of teachers per child	1,010 CZK	74 CZK
Average salary of teachers	23,520 CZK	23,800 CZK
Share of sliding salary components	24.9 %	17.5 %
Amount for overtime	380 CZK	450 CZK

1,436 development projects were evaluated in the visited schools. Of this number 540 projects aimed at increasing unclaimable salary components. Schools were mostly involved in programmes of state information policy in education to support connectivity – 583 BSs. 95 basic schools engaged in the programme making available further education for teachers of the lower secondary level of basic schools. Participation in other development projects can be found in Part C, Table C 18.

When evaluating prerequisites for meeting the aims of SEPs BE in compliance with the FEP BE the CSI revealed shortcomings in 3.7 % schools. Other schools are reasonably able to fulfil their SEPs; however, it is important to note potential risks concerning staffing and economic conditions.

## A.2.6

**Self-Evaluation Systems, Preventive and Internal Control Systems****Results of Public-Legal Audits**

Summarised results of public-legal audits focusing on how funds from the state budget are used revealed the most frequent problems with financial management in BSs. 227 basic schools – those which have not merged with kindergartens. The amount of funds allocated from the state budget to schools was CZK 51,670,606,272 and the CSI checked the amount of CZK 1,406,034,975 (i.e. 2.72 %). The total amount of established irregularities was CZK 1,720,991 and the estimation of violations of budgetary discipline was CZK 1,428,002 (i.e. 83 % of all irregularities). The CSI forwarded eight indications of possible problems to the relevant auditing and regulatory bodies. Schools were provided with 89 deadlines in order to adopt measures and remove established shortcomings. The most material errors are summarised in Part C, Table C 20b.

**Conditions for Health and Safety of Children**

Summarised results arising from comprehensive checks of OHS and institutional evaluation of BSs show problems occurring in OHS systems in 4.2 % of BSs. A detailed overview of the monitored indicators and the most frequent errors are included in Part C, Table C 20d. The CSI provided schools with 128 time extensions to adopt measures and remove deficiencies in this area.

The number of school injuries recorded by the CSI was 20,529 and dropped by 13 %. Despite this fact the rate of school injuries in BSs was 2.52, which is the highest of all segments of the school system. Injuries of arms/hands were most frequent (50.2 %) and these were followed by injuries of legs/feet (28 %) and the head (15.9 %). Managements of BSs adopted education measures in the case of 78.5 % of injuries whilst organisational and technical measures were adopted in the case of 12.1 % injuries and 9.4 % of schools where injuries occurred have not adopted any measures.





## A.2.7

## Conclusions

### Material Differences among Basic Schools

The CSI compared the results of incomplete BSs (BSs only with elementary grades) and complete BSs and tried to find the influence of the size of the school. It can be seen that there are more visible differences between groups of small schools (up to 150 pupils) and groups of large schools (more than 150 pupils). Findings were almost identical in small schools and incomplete schools.

If overall evaluation is considered, more indicators differ substantially between small and large schools. Small schools take into account mainly the education needs of individuals, have a safer environment for education, are better organised, teachers give more support to pupils during class teaching, pupils are more involved and cooperate in all activities and are typically evaluated on an ongoing basis. On the other hand, large schools have better provision of advisory services, the content of their education is better developed, they are better at strategic planning and, of course, their material and financial preconditions for school activities are also better. They are more open to partnership and evaluate their cooperation with founders more positively than small schools.

The CSI compared schools of different founders and their level achieved through an evaluation of individual categories of the National Framework. The differences in attention paid to the education needs of the individual were statistically significant. Private schools were evaluated as the best while municipal basic schools were evaluated as the worst. With regard to the advisory services provided by schools private schools were the best whilst regional schools ranked among the worst. With respect to the development of SEPs church schools were the best and regional schools were the worst. As regards the “head teacher criterion” the best head teachers managed church schools and the least successful head teachers were those who managed municipal schools.

Conditions relating to staffing were evaluated most positively in church schools with the worst being in regional schools. Material and financial prerequisites were the best in private schools and the worst evaluation was reported from regional schools. Organisation of education was excellent in private schools whereas regional schools displayed the poorest results.

Support for the personality of a pupil by a teacher was evaluated as best in private schools but on the other hand the most risky schools were also among the private schools. As far as security systems are concerned private schools were the best and problems occurred in particular among municipal schools. However, municipal schools were the best at meeting the objectives and principles of law and ensuring compliance with the FEP whilst private schools were the worst.

### Areas Selected for Improvement in Basic Education

Measures adopted at the level of schools aimed at the removal of deficiencies detected in the area of school education programmes (77.5% of schools), improving systems of OHS (31.8% of BSs) and improving managements of funds allocated from the state budget (27.7% of BSs).

12.3% of basic schools did not have functional systems of self-evaluation.

The system for the identification and support of socially disadvantaged pupils was not proven in 46.4% of schools.

The highest number of injuries per pupil is traditionally reported from basic schools with the most frequent injuries being in the lessons of physical training. Physical fitness of basic school pupils demonstrates, according to the findings of the CSI, a downward trend.

The proportion of unqualified teachers is on the rise mainly in social science subjects taught in BSs and the need for qualified teachers of English persists.



Mainly small schools should take opportunities to enhance their SEPs in closer cooperation with large basic schools in their catchment area or lower levels of six- or eight-year secondary grammar schools which achieved better results in indicators focused on conformity of SEPs with the FEP BE.

Partnerships with kindergartens whose pupils start to attend the basic school concerned should contribute to better consistency between basic and pre-school education. An option to create networks of cooperating schools which would also be supported from the Operational Programme Education for Competitiveness has not yet been used very often.

Both management and teachers in 10 % of BSs would welcome stronger support from founders of their schools. In 20 % of school they pointed out the increasing influence of the social-economic situation in the relevant region having an impact on the involvement of pupils in activities offered within basic education.

The utilisation of different suitable methods and procedures is at a low level although teachers have good theoretical knowledge of them. ICT devices are used during classes only rarely, appropriate SW for instruction which also would be affordable for small schools is missing.

### **Material Differences between Regions**

The Vysocina Region displayed most violations of legal provisions; on the other hand, BSs in Karlovy Vary were evaluated as being best in this area. As regards management of the state budget appropriations problems occurred mainly in the Pardubice Region and the best results were in the Karlovy Vary Region along with the Liberec Region.

Schools in the Central Bohemian Region and the Usti Region had most problems with drawing up SEPs and schools in the Karlovy Vary Region and the South Bohemian Region were evaluated as being best in this area.

OHS systems displayed most problems in the Vysocina and Olomouc Regions while schools in the Karlovy Vary Region and those in Prague had the most developed OHS systems.

Schools in the Karlovy Vary Region and the South Bohemian Region had good evaluation with respect to their systems of self-evaluation; on the other hand, basic schools should devote more attention to the development of such systems in the Pilsen Region and the Moravian-Silesian Region.

The CSI repeatedly pointed out the different conditions in financing basic education from the state budget. Economic conditions of schools with the same performance parameters are not comparable in different regions. Therefore, the current system of funding does not support equal access to education.

The CSI also tried to find the impacts of regional long-term objectives concerning staffing for compulsory education in basic schools. The most considerable differences between regions are described below.

Teachers with the highest professional qualifications in accordance with relevant legal provisions were working in the South Moravian Region (90.8 % of teachers), followed by the Moravian-Silesian Region (90.2 % of teachers) and the Liberec Region (89.1 % of teachers). On the other hand, the lowest share of highly qualified teachers was in Prague (77.3 % of teachers) and the Hradec Kralove Region (77.2 % of teachers).

Most new teachers (with less than three years of teaching experience) joined schools in the Hradec Kralove Region (15.9 % of teachers) and the Karlovy Vary Region (14.3 % of teachers), whereas the oldest pedagogical staff are in the Liberec Region, where 12.9 % of all teachers had been teaching for more than 35 years.

The proportion of teachers with active knowledge of at least one foreign language was the most favourable in the Central Bohemian Region (57.0 % of teachers) and in the Olomouc Region (56.6 % of teachers), while an adverse situation was reported





from Prague, where 3.9% of teachers admitted that they did not speak any foreign language.

As regards information literacy, the best results were ascertained in the Karlovy Vary Region, where 25.5% of teachers acquired skills at the level of an ICT specialist. The Karlovy Vary Region was followed by the Zlin Region where 22% of teachers achieved the same level. The lowest level of information literacy was reported from the Hradec Kralove Region and the Liberec Region where 10% of teachers admitted that they did not know how to work with ICT at all and almost 40% of the teachers acquired only the lowest level certificate for the work with ICT.

### **Systemic Risk in Basic Education**

The preparedness of pedagogical staff for curricular reform is not very good. There is not sufficient provision of training courses and further education of teachers is not resolved on a systematic basis. Teachers are lacking opportunities for more extensive exchange of experiences between schools as well as between teachers teaching the same groups of subjects.

Teachers are not prepared to cope with problems concerning the integration of pupils with SEN, they do not have enough tools and experiences for early pedagogical diagnosis of problems, they do not receive quality advisory support of a relevant scope, and the capacity of advisory services is insufficient. The rate of individual integration is low and is stagnating, support of pupils with SEN is not provided to a full extent due to economic and human resources factors.

There is a very low level of information literacy on the part of teachers, which relates mainly to elderly teachers, and of school management and the same applies to knowledge of foreign languages, in particular of the English language. Non-qualification of English teachers persists and the deadline for exceptions under the Act on Pedagogical Staff will soon pass. This fact could even more substantially decrease this indicator in future. The provision of higher education institutions providing courses aimed at supplementing qualifications of current teachers is not sufficient.

There is a very high administrative burden in basic schools and especially in small and incomplete BSs it is necessary to re-evaluate the degree of compulsory teaching duties of school head teachers.

The interest of pupils in other foreign languages is falling and thus interest in English prevails, which means that schools have problems ensuring good provision of other EU languages.

Standards concerning critical points of education career are not well developed, the FEP BE does not encompass sufficient guidelines and evaluation mechanisms for establishing individual and group levels of results of education. Primarily small schools would welcome the provision of model school education programmes.

The FEP BE does not define material and technical standards and therefore it is currently difficult to derive from it the conditions of funding and standards of economic preconditions necessary to meet a school education programme.

The new Education Act and other related legal regulations (so-called implementing legal regulations) pertaining to basic education are not fully absorbed and frequent amendments to legal regulations make the orientation of school management, teachers as well as the general public more difficult. The provision of education incorporated in school legislation is insufficient and schools display only very low knowledge about the new tasks they are facing now.



## A.3

## Secondary Schools

Secondary education is implemented in the Czech Republic in secondary schools, namely in secondary general schools (gymnazium), secondary technical schools (STSs), secondary vocational schools (SVSs), special secondary schools, and in conservatoires (hereinafter referred to as “SSs”). The CSI visited, in the past year, in total 719 SSs, which corresponds to almost half of the total number of SSs.

Instruction in the first two grades of the lower secondary level of six- and eight-year secondary general schools was carried out according to SEPs drawn up according to the FEP for basic education. From the third grade students were taught according to current education programmes. As regards four-year secondary general schools and grades at the upper secondary level of six- and eight-year secondary general schools, during the school year reviewed they completed preparation for their SEPs in compliance with the valid FEP for secondary general schools. 225 FEPs were approved and published for secondary technical schools. Secondary schools developed SEPs for secondary education (SEP SE) for 61 branches of education, for which the FEPs SE were approved in the first wave. New SEPs SE are being prepared for other fields of education. It can be said that almost all SSs have been actively involved in the pilot phase at least in one branch of education.

The segment of secondary education was mostly affected by legislative amendments adopted in the last year. In the course of the last year schools had to cope with an essential change in the concept of the school-leaving examination although the already published FEPs SE did not have any chance to respond to them. It was mainly changes in enrolment procedures that were substantial.

Table 7

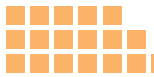
Overall evaluation of secondary schools by the Czech School Inspectorate in the school year 2008/2009

Key evaluation areas		Share of schools in the achieved level of evaluation (as %)			
		A	B	C	D
<b>Results of schools</b>					
K1.	Provision of secondary education, drawing up and introduction of school education programmes	0.4	2.5	62.3	34.8
K2.	Overall results of secondary schools, group and individual support in selected fields of education	0.9	7.8	61.6	29.7
K3.	Supporting development of functional literacy	0.4	4.2	70.8	24.6
<b>Prerequisites of schools</b>					
K4.	Adherence to legal regulations valid in the area of secondary education	0.4	15.2	60.2	24.2
K5.	Personnel, financial and economic prerequisites to meet SEP for secondary education according to the requirements of the FEP SE	0.0	4.7	62.5	32.8
K6.	Self-evaluation systems, preventive and internal control systems	0.0	6.1	67.4	26.5

Key for individual levels of evaluation:

- E Situation displays high risks which can lead to the removal of a school from the Register of Schools pursuant to the provisions of Section 150 of the Education Act.
- F A school entity does not achieve a prescribed standard; identified risks can be corrected within the given time limit.
- G A school entity achieves within the given criterion a typical regional or national standard prescribed for the same type of school and school facility.
- H Activities of a school entity are in some areas above the standard or they are evaluated as an example of good practice (the scheme prepared by the Research Education Institute for examples of good practice was used).





The CSI focused, during the transitional period, on monitoring innovations in the content of curricula for secondary education and their organisational arrangement within the preparation of schools for the reformed school-leaving examination. The main topics of the school year were, within the programme cycle of the CSI, the teaching of foreign languages and ICT equipment in schools. In total 1,430 inspections and 268 follow-up inspections were carried out, during which 122 SEPs BE were evaluated in the past school year at the lower secondary level of six- and eight-year SGSs while in other schools the CSI monitored innovations of valid teaching documents. Summarised evaluation encompasses findings arising from 98 complaints containing 223 indications of problems and gathered through participation of school inspectors in 57 selection interviews. Summarised data also stem from analyses of school documentation, on-the-spot checks, i.e. observations and interviews with pedagogical staff, and questionnaires completed by students. The CSI uses a multi-criteria logical framework specifically modified according to currently valid legal regulations covering secondary education for the evaluation of schools.

### A.3.1

#### Provision of Secondary Education

**The Number of Secondary Schools** was, according to statistical records, 1,438, of which 377 were secondary general schools (SGSs). The number of secondary technical schools (STS) saw a decline by 9 schools (i.e. by 1%). The territorial network of SGs is stable. Optimisation of processes concerning STSs is led by the aims of regional policies.

In the school year reviewed the CSI visited 719 SSs (50% of all registered SSs), of which 253 were SGSs (67.1% of all registered SGSs). As far as SSs are concerned the ratio between demand and supply was 1.2, as regards SGSs this ratio was 1.4. The ratio between students who passed a school-leaving examination (SLE) and students who completed their education by apprenticeship certificate (i.e. they passed a final examination; FE) was 3.4.

#### Optimisation of Processes

Regional optimisation projects within which large schools are being established (sometimes with the highest permissible number of students, more than 2,000) cause administrative difficulties (legislative and property-related), organizational problems (merging of pedagogical staff with different company cultures, traditions, management style; merging and accepting drawn up SEPs, but in many cases also transfers of teachers and students between individual facilities of a merged organisation), personnel problems (changes in the management structure of the succession organisation, staffing of individual teachers' jobs – specialists and other employees) and technical difficulties.

The establishment of centralised school facilities has a range of negative consequences – an anonymous environment which essentially limits the effective prevention of socio-pathological phenomena, leads to a deterioration in the social and work climate in schools, worsens transport accessibility, disputable economic contribution of merged schools, merges of schools with totally different (incongruous) educational focus which restricts the effectiveness of using the professional potential of pedagogical staff as well as of the material background.

#### Students in Secondary Education

According to statistical data the total number who enrolled in SSs was 527,045 in the daily form of education. The year-on-year decline in the number of secondary school students was 1%. The share of students in secondary education in the corresponding age population moderately increased and reached 92.3%. When nation-wide statistical records are taken into consideration the average number of students in SSs was 26.1, in



SGSs there were 27.7 students in one class and 12.2 pupils are allocated to one teacher of SSs.

The ratio of school-leavers of SSs to newly admitted students was 0.79 in general, while in SGSs it was 1.02. Thus it may be inferred that during the studies students leave secondary technical education and complete their studies in SGSs.

In 2,889 visited classes the CSI ascertained the number of students enrolled and the number of students actually present in classes. As far as SGSs are concerned the number of enrolled students was 23.4 and the average number of students present was 20.6. The average participation in classes was 87.9%. The share of unexcused absence of the total number of absent hours was 0.5%.

In other SSs the average number of enrolled students was 19.8 and the average number of students present was 16.5. The average participation in classes was 83.1%. The share of unexcused absence of the total number of absent hours was 4.3%.

### **Provision of Secondary Education for Students with SEN**

Institutional care was provided in 125 secondary special schools. According to statistical records other SSs registered 8,673 students with SEN, which accounts for 2.9%. When secondary education is compared with basic education, where 8.9% of pupils of this category are registered, the CSI stated that there was a discrepancy and risk in the consistency of care and support when students proceed from the lower level to a higher level of the educational cycle.

### **Innovation of the Content of Education and Development of School Education Programmes for Secondary Education**

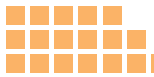
In the past school year all SSs, with only a few exceptions, prepared the transfer to their own SEPs. The specific feature of this area is represented by multi-specialty schools in the segment of SVSs. This is exceptionally demanding for head teachers and pedagogical teams, who have to draw up large numbers of SEPs and interconnect them. Optimisation objectives of regions encompass the efforts to “incorporate” secondary general schools into such schools too.

The creation of SEPs is also affected by an unclear concept concerning the issue of the completion of studies by a school-leaving examination when, after the FEP SE had been published and SEPs were in preparation, it was decided that there should be an obligation to offer two levels of such exams within one framework. Requirements for general education are more demanding and problems related to the need to increase the total number of standardised weekly teaching hours, including the obligation to divide the minimal number of classes into groups, have not yet been resolved. The number of hours should be increased minimally by two hours per week so that the profile of a school-leaver is maintained at the quality required for the outputs of technical and vocational education.

Parallel preparation of SEPs and changes to the conditions for admitting students were exceptionally difficult for the managements of secondary school and represented an excessive administrative burden.

In the preparatory period the CSI monitored innovations of the content of education, innovations of methods and teaching procedures, support for development of information literacy and the promotion of the teaching of foreign languages. The CSI concentrated in particular on the instruction of English. Detailed results are included in Part B.3.

99.8% of secondary schools use valid teaching documents for secondary education. Piloting testing approved by the MEYS was carried out in 3.4% of SSs. When modifying and innovating their teaching documents, 79.2% of SSs referred to the transitional provisions of Section 185 (1) of the Education Act. The most frequent shortcomings



were found in relation to respecting the allotment of hours for individual subjects in one grade (3.1 % of SSs) and in respecting the total hour allotment in one grade (2.9 % of SSs). The need for innovation in compliance with national strategic innovations was confirmed by 66.9 % of SSs and the need for modification within the meaning of reformed final examinations was stressed by 54.4 % of SSs. Managements of 23.4 % of SSs indicated that no changes had been necessary. The current form of teaching documents prevents innovations in 6.0 % of the schools visited. 31.1 % of SSs have altered the content of teaching documents according to the requirements for the reformed school-leaving examinations and final examinations.

Ongoing results in evaluation of SEPs being currently drawn up show some problems in practice. The CSI detected that 40.8 % of head teachers and 30.5 % of teachers were willing to innovate and establish a creative environment. This indicator is the lowest in the segment of secondary education. A number of schools accept SEPs as a necessary evil. They do not consider the benefits to be worth the efforts made. In contrast to other fields of secondary education attitudes of head teachers as well as teachers of six- and eight-year SGSs were more positive towards innovations.

The SEPs drawn up are often very long, not well-arranged and therefore less coherent, and sometimes they are not in compliance with the FEP SE.

The most frequent shortcomings are as follows: cross-cutting topics are not often included and implemented in curricula, pupils with SEN are not taken into account (classification according to the Education Act is not respected); problems relating to the evaluation of pupils persists (schools declare changes of aims and education methods in their SEPs; however, evaluations permanently focus predominantly on the content of curricula, i.e. on teaching facts), areas of self-evaluation quite often do not correspond to a relevant Decree (No. 15/2005 Coll. laying down prerequisites for preparing long-term objectives, annual reports, and school self-evaluation). Possibilities for self-reflection and self-evaluation by pupils are neglected.

By launching the implementation of SEPs no leap changes in the quality and approaches to teaching occurred. Many schools apply contemporary teaching methods, forms and approaches contributing to effective development of pupils' competencies and for work according to previous teaching documents. Contrary to this, schools building on the classical model of secondary education, which means one-way transmission of mere facts from teachers to pupils, continue to use this method even after the introduction of SEPs.

The current provision of SSs was evaluated as satisfactory in 62.3 % of schools, and as above-standard in 34.8 % of SSs.

### A.3.2

#### **Overall School, Group and Individual Results in Secondary Education**

The success rate in the 1<sup>st</sup> round of the enrolment procedure was 84.5 % of SSs and in SGSs it was only 69.3 %.

Within secondary education the CSI established a low rate of individual integration. According to statistical data it was only 1 %. There were 6.3 % students with SEN integrated into classes in the schools visited. In classes with students who had SEN targeted support in lessons was ascertained in only 37 % of observed lessons. As regards gifted students these were supported in only 26 % of lessons.

In the SCGs visited the CSI detected 1.6 % of students with SEN and only 0.2 % of students were identified and registered in school registers as gifted students. Other SSs registered 5.7 % students with SEN and only 0.1 % of gifted students. Students displaying risks that they will not be successful are in technical education, in particular, they attend vocational schools.

In both groups of SSs the CSI ascertained a higher share of students with SEN who were actually supported than the registered number of such students. Schools in some





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





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).



As far as thematic inspections which focused on the instruction of foreign languages are concerned, English language teachers were monitored separately. The average length of practice in the teaching of the English language in SGSs is 16.0 years, in other secondary schools it is 11.5 years. There are 9.0% of trainee teachers who had been teaching less than three years in SGSs whilst in other secondary schools there are 17.5% of them. 33.3% of English teachers in SGSs are qualified for work with ICT within the extended module of state information policy in education and 46.6% of teachers from other schools acquired the same qualifications. Qualifications attained by English teachers according to the requirements of the Act on Pedagogical Staff are described in full detail in Part C, Table C 11.

Properly qualified education advisors worked in 21.1% of schools. 65.4% of teachers in SGSs, 53.2% of teachers in STSs and 43.6% teachers in SVSs declare an active knowledge of the English language. An active knowledge of any other foreign languages can be attributed to 51.1% of teachers in SGSs and 51.4% of teachers in other SSs. 63.4% of teachers in SGSs, 63.8% of teachers in STSs and 59.9% of teachers in SVSs were trained for work with ICT (extended modules of state information policy in education). The CSI found a qualified coordinator of ICT in 3.6% of SGSs, in 4.1% of STSs and in 7.4% of SVSs.

Education advisors who registered students with SEN and provided advice to parents so as to help their children to select future professions or studies worked in all secondary schools. The majority of schools, when trying to reveal learning disorders, cooperated with external experts because only in some schools were there internal psychologists or SEN teachers.

In its sample surveys the CSI tried to find the possibilities for using an assistant in classes. In 2,889 observed lessons teachers were able to make use of an assistant in 347 lessons; however, the actual share of lessons where an assistant was present was only 10.4%. This situation is the same in SGSs and in other SSs.

The average salary of a teacher was CZK 29,306 in the schools visited. Of this amount sliding components were 22.9%. The amount paid for overtime decreased slightly from CZK 811 to CZK 809. Expenditure on the further education of teachers was CZK 776 per teacher and expenditure dropped by 24.6% when compared with 2007.

### **Economic Conditions in Secondary Education**

The MEYS specified for the calendar year 2009, in compliance with Section 161 (1) of the Education Act, a country-wide normative expenditure of CZK 52,131 per child between 15 and 18 years of age.

The CSI evaluated the current situation concerning economic conditions in the schools visited while taking into account selected indicators and monitored the year-on-year growth while comparing the situation between 2006 and 2008. Non-investment expenditure totalled CZK 7.4 billion in the schools visited. On average the amount of CZK 65,901 was allocated to each student. The share of the state budget was 75.8%. The share of payroll expenditure of the total NIE of schools was 43.2%. The average sliding component of the salary increased by CZK 364. Total NIE was CZK 585,156,302 in the SGSs visited, thus the amount per pupil was on average CZK 64,331. The share of the state budget was 69.2%. The share of payroll expenditure was 47.6% of the total NIE of schools. The average sliding component of the salary was CZK 6,721 and thus this component decreased, on an annual basis, by CZK 1,636.

586 development projects were evaluated in the visited schools. Of this number 200 projects supported the connectivity of schools in state information policy in education, 148 projects focused on increasing the unclaimable components of salaries and 102 schools participated in the further education of teachers due to the introduction of a new type of school-leaving examination. For more detailed information see Part C, Table C 18.





When compared with other segments, secondary education has satisfactory prerequisites for meeting education programmes, only 4.7 % of the visited schools failed in this area. Conditions were evaluated as above-average in 32.8 % of schools. The CSI indicates hidden risks mainly as regards teachers who are responsible for teaching practical training.

### A.3.6

#### Self-Evaluation Systems, Preventive and Internal Control Systems

##### Results of Public-Legal Audits

Summarised results of public-legal audits focusing on how funds from the state budget are used revealed that the most frequent problems were with financial management in SSs. In total 51 SSs were checked. The amount of funds allocated from the state budget to schools was CZK 1,295,403,229, the amount checked by the CSI was CZK 1,108,753,502. The total amount of irregularities was CZK 625,488 and estimates of violations of budgetary discipline amounted to CZK 333,446. The CSI forwarded four indications of possible financial abuse to the relevant auditing and regulatory bodies. Schools were provided with 35 time extensions to adopt measures to remove established irregularities. An overview of the most frequent failures is to be found in Part C, Table C 20b.

##### Conditions for the Health and Safety of Children

Summarised results arising from comprehensive checks of OHS and institutional evaluation of SSs show problems occurring in OHS systems in 2.8 % of SSs. A detailed overview of the monitored indicators and the most frequent errors are included in Part C, Table C 20d. The CSI provided schools with 44 time extensions to adopt measures and remove deficiencies in this area.

The number of school injuries recorded by the CSI was 9,284 and thus the injury rate in SSs was 1.63. Injuries of arms/hands were most frequent 49 %, and these were followed by injuries of legs/feet (35 %) and the head (10 %). Managements of SSs adopted education measures in the case of 88.6 % injuries, whilst organisational and technical measures were adopted in the case of 3.3 % injuries and 8.1 % of SSs where injuries occurred have not adopted any measures. In general it can be said that, when SSs are compared with other segments, OHS systems are at a very good level.

An overview of the most frequent failures of SSs in the checked areas is to be found in Part C, Tables C 20a-C 20d.

Serious shortcomings in self-evaluation systems, in preventive and internal control systems were found in 6.1 % of schools. However, when secondary schools are compared with other segments of the school system this area is best covered within secondary education.

### A.3.7

#### Conclusions

##### Material Differences between Secondary Schools

14.9 % of SGSs, 5 % of STSs and 4.3 % of SVSs displayed problems in evaluated education programmes implemented in such schools.

##### Secondary General Schools (SGSs)

The most errors detected in SGSs related to wrong evaluation systems of students (19.8 %), to meeting requirements assigned to head teachers by the Education Act (13 %) and compliance of the education programme with the published FEP for SGSs (13.9 %). Material and financial conditions were evaluated as a risk in 11 % of SGSs.



### ***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.

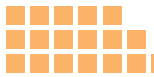
Security systems were very positively evaluated in the Hradec Kralove Region but secondary schools in Prague, the Pilsen Region and the Usti Region should devote more attention to the area of OHS.

### **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.





When drawing up SEPs it is necessary to incorporate principles for the support of students with SEN and exceptionally gifted students in all fields of education; however, principles aimed at the adaptation of students when they change the field of education are missing as well.

Attention should also be paid to finalising systems of school self-evaluation, in particular, it is important to involve teachers. A number of Pedagogical Boards are currently only formally engaged both in outlining and drawing up SEPs and in self-evaluation of their schools. The majority of classification principles included in the Rules of Schools still focus on the evaluation of a large volume of factual knowledge and thus they do not fully comply with the aims of curricular reform.

## **Systemic Risks of Secondary Schools**

### ***Enrolment Proceedings***

In the view of school managements the current system enabling students to file three applications causes needless organisational and financial burdens for schools and in the majority of cases it is not favourable for students either. The change of the smoothly functioning system to the new one presented as extended options for pupils when selecting a secondary school has not brought about any benefits. On the contrary, it entailed uncertainty both for schools and, in the majority of cases, also for students. Head teachers found it difficult to estimate how many students would actually start to study at their schools and as they assumed there would be problems they evaded legal regulations and issued a higher number of positive decisions on enrolment than their real capacity was in the 1<sup>st</sup> round. In many cases they had to remedy the situation by themselves. Mainly in large conglomerations with high numbers of prestigious schools it was typical that pupils who had above-standard results at BSs were not admitted to any school in the 1<sup>st</sup> round since the majority of schools did not organise enrolment examination and the main criterion was only classification from a basic school.

As a result of the competition for students in a situation when supply exceeds demand the majority of schools (with the exception of six- and eight-year SGSs) do not organise enrolment examination. Schools usually do not set a qualitative threshold for admitting students but they enrol all students in sequence according to their marks from BSs regardless of their study prerequisites.

### ***School-Leaving Examinations***

When the inspectors of the CSI attended some school-leaving examinations they found that the course of preparations for the reformed school-leaving examinations arouses strong disapproval in schools. The most frequent reasons for such disapproval were as follows: the duration of the preparation; the financial requirements of the project at a time when schools are struggling with a lack of funds; permanent changes and postponements; a very complex implementing legal regulation; inadequate delegation of responsibilities and duties to head teachers and teachers; and the training system of teachers. Many involved parties consider the “state school-leaving examination” to be useless as it is not systematically incorporated into the education system of the Czech Republic (links to tertiary education are lacking). They also think that the school-leaving examination alone taken in this form cannot enhance the level of educational results.

### ***Framework Education Plans for Secondary Education***

The CSI analysed the FEP SE and documents concerning individual areas of education. The analytical study points to a very different concept of secondary education in SGSs and other secondary schools presented by the main researchers. The FEP for SGSs is different not only in terms of form but its areas of education are built in a different way, thus creating barriers between the FEP for STE and the FEP for SGSs in general educa-



tion subjects too. Due to stronger regulation of inputs as well as outputs this concept is consequently more limiting than currently valid teaching documents. While a range of FEPs for STE from the National Institute of Technical and Vocation Education relies on professional profiles of a school-leaver and standards defined within the structure of ISCED, reference levels in SGSs are not so clearly indicated. This was also apparent in the already evaluated SEPs for the lower secondary levels of SGSs, which have problems with projecting their areas of education. Furthermore, there is a problem in six-and eight-year SGSs, where a number of them project their education programmes for lower secondary and upper secondary levels inconsistently. Therefore consistency and smooth transfer between individual levels are not guaranteed in the transitional period. The CSI agrees with the MEYS legal interpretation; however, the currently valid MEYS instruction contradicts this requirement.

A number of FEPs for STE drawn up by the National Institute of Technical and Vocation Education enable schools to develop a common part of their frameworks for more fields of education in STSs. FEPs for SGSs do not allow this solution, which could restrict the desirable profiling of SGSs, and as a consequence the principle of differentiation and individualisation in these schools.







# B

## MEETING STRATEGIC DIRECTIONS OF EDUCATION DEVELOPMENT

This part of the Annual Report provides information on innovations in the education system in the content axes of the programme cycle of the CSI. The main topics of the school year were: “Support for Teaching Foreign Languages” and “Support for Information and Communication Technologies”. And, of course, in every school year “Healthy and Safe School” is a priority of inspections.

The CSI also monitors the progress schools made in drawing up and implementing their SEPs and, as far as pre-school education is concerned, partial results concerning evaluation of the “Child and His/Her Body” education area gathered on the basis of the FEP PE are included. There are also findings stemming from thematic observations regarding “Education towards Health” on the basis of the FEP BE. The chapter encompasses summarised data arranged by topic on measures according to selected priorities of the 2007 Long-term Policy Objectives of Education and the Development of the Educational System in the Czech Republic, including comparison of indicators of the situation achieved in the school year 2008/2009 with the situation observed in the school year 2006/2007. Results of inspections indicate the development and progress made at all levels of education. The chapter also contains findings on implementing MEYS development programmes or any other subsidies used by schools.

### B.1

#### Safe and Healthy School

##### B.1.1

##### Education towards Health

School programmes of education towards health can be considered as the best forms of prevention in terms of the health and safety of children, pupils and students inside and outside schools. Collecting data on and evaluation of such school programmes and meeting the aims of education towards health is one of the principal priorities of the CSI in each year of the inspection cycle as well as in every visit to a school. The Report encompasses summarised data of evaluations of 5,037 visited schools. Of this number 1,903 were kindergartens, 2,270 were basic schools and 864 were secondary schools evaluated during the three-year inspection cycle.



Table 8

## Prerequisites of schools to support education in the area of education towards health\*/

Monitored indicator	Kindergartens	BS	SS
Clear profiling of a school for supporting education towards health	38.6	43.8	33.3
Incorporation of topics in the content of education:			
– education towards health	96.7	100.0	100.0
– sexual education	46.4	91.7	100.0
– protection of people in emergencies	65.4	96.9	100.0
– prevention of occurrence of socio-pathological phenomena	89.5	99.0	93.3
A school has staff specialised in the prevention of socio-pathological phenomena	–	60.4	93.3
A school has a developed preventive programme	–	95.8	100.0
Provision of education aimed at supporting the individual interests of pupils:			
– optional subjects having relevant content	–	31.6	46.7
– voluntary optional subjects having relevant content	–	24.0	46.7
– sports and motor activities of pupils (in pupils' clubs)	–	93.8	100.0
– activities relating to forming habits of a healthy life style	94.8	95.8	100.0
Material conditions allow instruction of education towards health and healthy life style	96.5	99.0	86.7
Material conditions allow regular activities, both spontaneous and managed	88.2	–	–
Material conditions allow regular instruction in physical training	–	60.4	73.3

\*/ The above-stated data express a percentage proportion of schools with an occurrence of the monitored indicator of the total number of visited kindergartens, basic schools or secondary schools.

Evaluated findings on the activities of schools, conditions and the course of education in the area concerned including safety and the protection of health are included in the Table 8.

The analysis of the results gathered by means of observations of education activities shows that, in comparison with general assumptions, some kindergartens have not managed to meet all the objectives of their own education programmes pertaining to the area of the programme known as Child and His/Her Body. Only 60% of kindergartens thoroughly took account of the individual needs of children. The development of motor and manual skills was during the day supported in an appropriate manner only in 64% of kindergartens. Systematic direction of children towards respecting rules concerning the protection of health and safety was seen in 58% of kindergartens. The level of motor skills matched the expected outputs for individual age groups in 73% of kindergartens and manual skills matched expectations in 65% of kindergartens. Full compliance of the knowledge of children about the body, health and safety within the scope specified in the respective SEP was found in 77% of observed kindergartens. Corresponding results concerning the application of the principles of a healthy life style were recorded in 61% of kindergartens.

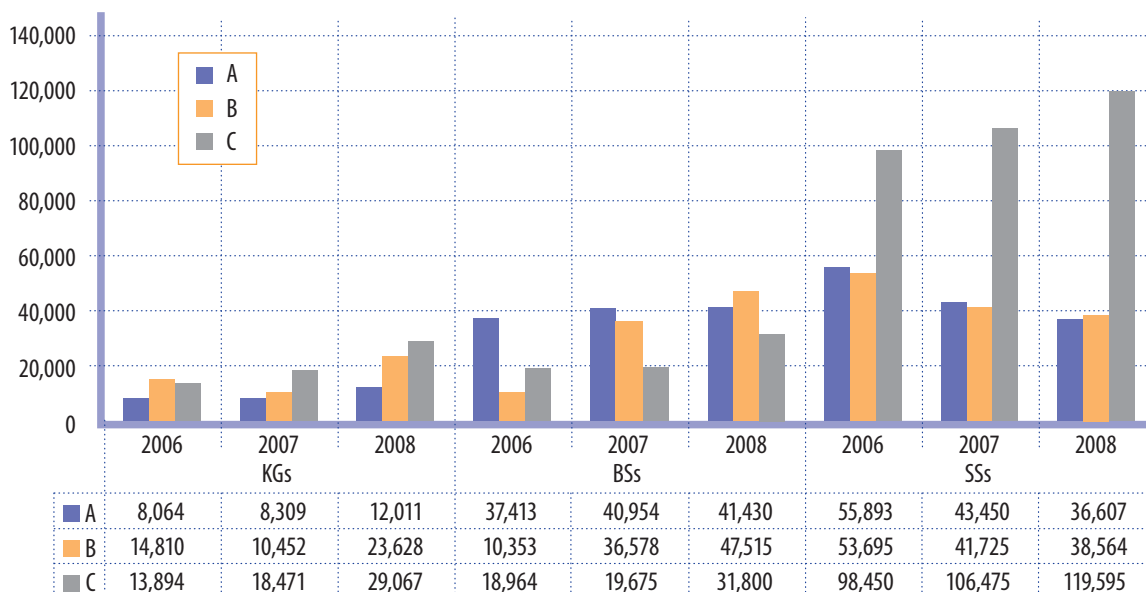
Data collected in basic schools showed that particular material conditions reasonably enabled full-fledged instruction in education towards health in 80% of BSs and the teaching of physical training in 60% of BSs. Results of checks on meals provided in schools demonstrate that the meals correspond to healthy nutrition more than before and it is obvious that the supply of healthy food has improved and the drinking regime is getting better.

All the visited SSs had preventive programmes for combating drug addiction and bullying available; however, only 73% of such schools incorporated the issue in question into their curricula.



Diagram 4

Expenditure incurred on education towards health in the visited kindergartens, basic schools and secondary schools between 2006 and 2008 (data in CZK)



Key:

- A – expenditure on purchasing aids, guidelines, further education of teachers and services for the education area relating to education towards health
- B – expenditure on equipment necessary for motor activities, supports and relaxation
- C – remuneration of teachers implementing education in the relevant area of education

The CSI also checked **how resources for education towards health are spent**. Average costs per school and trends within the evaluated three-year period (2006–2008) in the three monitored indicators are illustrated by the Diagram 4.

### B.1.2

#### Safe Environment for Education

Inspection activities aimed at the area of safety and the protection of health were implemented in 227 schools during the past year. Evaluations of education activities of schools concerning the organisation, management, staffing and material background of school operations were subject of inspections.

The organisational and administrative duties of school management relating to a safe environment for education are met very well in the majority of cases. Some problems were detected in the training of teachers in compliance with Decree No. 106/2001 Coll. on hygienic requirements for recreational events for children, as amended. This obligation was met by only 76 % of entities. Findings concerning particular material support for safety during the teaching process were not so positive. For example, during practical activities only 40 % of pupils had personal protective labour aids.

More detailed evaluation of the situation in terms of safety and the appropriateness of rooms and their equipment is summarised in the Table 9.

Areas requiring improvement can be assumed on the basis of data included in the table which, *inter alia*, show differences between schools of individual levels. For example, only 68 % of kindergarten teachers were trained in accordance with Decree No. 106/2001 Coll. and 25 % of school gardens were worse than required. As regards basic schools it was mainly floors that were appraised negatively – only 73 % of schools were compatible with safety requirements. Furniture appropriate for the age groups of pupils was not found in 21 % of schools. 14 % of secondary school teachers were not trained in providing first aid and 31 % of teachers had not participated in training courses on the provisions of



Decree No. 106/2001 Coll. The data collected in SSs concerning the required furniture are less favourable than the overall average (81 %) and the same applies to lighting (86 %) and floors (71 %). However, modernisation of the material background is impossible for a number of schools owing to insufficient funds.

Table 9

## Selected indicators of material support for a safe environment for education

Monitored rooms and indicators	Frequency of findings concerning compliance with relevant regulations and security conditions (as %)				
	KGs	KGs + BSs	BSs	SSs	Total
Classrooms	95.9	77.8	89.9	95.2	92.6
Gymnasiums	100.0	86.7	85.7	88.2	87.6
Playing rooms	97.0	93.3	88.9	x	95.6
Playgrounds and other spaces for games	92.0	86.7	85.0	100.0	90.4
School canteens	100.0	100.0	100.0	100.0	100.0
Gardens	75.0	83.3	84.0	83.3	79.8
Sanitary rooms and cloakrooms	97.3	84.2	94.1	90.5	95.0
Furniture	93.3	94.4	79.1	81.0	87.0
Lighting	96.0	83.3	89.4	85.7	91.7
Floor surface	89.3	63.2	72.9	71.4	79.7
PT equipment	93.0	88.2	90.6	94.1	91.1

In the context of inspections focusing on safety and the protection of health, management of schools set deadlines to adopt measures and remove revealed shortcomings – 211 deadlines for kindergartens, 128 for BSs and 44 for SSs. Such deadlines most often related to violations of provisions of legal regulations on the introduction and operations of CCTV, the arrangement and furnishing of school gardens, registers of injuries and other obligatory administrative acts relating to the area concerned as well as the keeping and updating of documentation for the evaluation of risks of possible threats to the lives and health of children, pupils and students.

The CSI dealt with 51 points of complaints regarding danger to the lives, health and safety of children and pupils in schools, of which 11 (23.6 %) were justified. When this number is compared with the previous year there is a 15 % improvement.

## B.1.3

**Injuries in Schools**

Schools are legally obliged to keep records of the injuries to children, pupils and students which occurred during education and/or activities directly relating to education or during the provision of school services. Specific obligations of schools, authorities and institutions were laid down by the MEYS in Decree No. 64/2005 Coll. on the registering injuries of children, pupils and students. The CSI is included among authorities and institutions to which schools forward their records on injuries. The CSI maintains registers of such records and has analysed the data on school injuries on an ongoing basis since February 2005, when Decree No. 64/ 2005 Coll. came into effect.

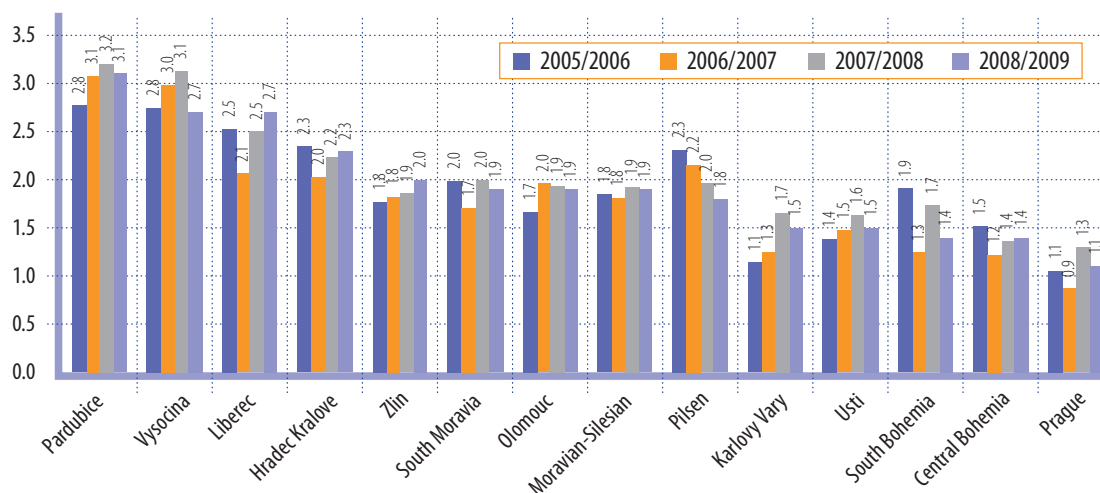
The analysis of 31,456 records of injuries delivered to the CSI in the school year 2008/2009 demonstrates that the highest number of injuries occurred in BSs – 20,530 (i.e. 65.3 %), whereas the lowest number of injuries is reported from tertiary professional schools (post-secondary vocational schools) – 198 (0.6 %). There were 698 injuries (2.2 %) in kindergartens and 9,288 (29.5 %) in SSs.



When the number of injuries is compared with that of the previous school year the absolute number is lower by 2,032, which represents a decline of 6.4%. However, a more objective indicator is the yearly index of injury rates (i.e. the number of injuries per 100 individuals in the given school year) calculated with regard to the number of those who attend schools as a whole or schools at the relevant educational level. In the school year 2008/2009 the index was 1.83, displaying a year-by-year decline of 0.10. The data on the variability of school injuries in the following diagram demonstrate differences between individual regions.

Diagram 5

Trends concerning school injuries in regions (according to the yearly index)



Values of the indexes included in the diagram show that the highest injury rate was, as in previous years, in schools of the Pardubice Region and the Vysocina Region. On the other hand, the safest schools, with regard to the frequency of school injuries, were again Prague. The trends in school injuries within the last four years in individual types of schools assessed according to this index are demonstrated in the Table 10.

Table 10

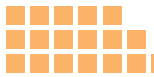
Trends of injuries in schools between school years 2005/2006 and 2008/2009

Type of school	Index of injury rate				Differences between 2007/2008 and 2008/2009
	2005/2006	2006/2007	2007/2008	2008/2009	
Kindergartens	0.21	0.22	0.23	0.23	0.00
Basic schools	2.47	2.47	2.65	2.52	-0.13
Secondary schools	1.69	1.50	1.65	1.63	-0.02
Tertiary professional schools	0.19	0.68	0.97	0.71	-0.26

Most injuries (50.8%) happened in the lessons of physical training (year-by-year increase by 1.2%). During breaks pupils sustained 22.1% of injuries. Extremities are the part of the body most often injured with injuries of the arms/hand being more frequent (49.6% cases) than injuries to the legs/feet (29.8%). These data, when compared with the previous year, remained almost unchanged.

An accident was reported as the most frequent cause of injuries – 15,559 cases (49.5%). Lack of discipline on the part of pupils resulted in 9,862 injuries (31.4%). However, assessment of injuries substantially differs in individual regions.





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.



Table 11

## Strengths and weaknesses of SEPs in kindergartens visited in the school year 2008/2009

Strengths			Weaknesses		
Monitored indicator	Frequency (%)		Monitored indicator	Frequency (%)	
	large KGs	small KGs		large KGs	small KGs
SEP clearly specifies aims of education and objectives of a school.	88.1	84.5	Integrated blocks (IBs) do not encompass clear definition of spheres of activities and expected outputs.	51.7	56.4
Monitoring of educational progress of children is a part of the system.	79.8	75.9	It is not clear how IBs will be further used.	47.8	54.3
The areas of healthy life style, factual and psycho-social conditions are well developed.	78.5	71.8	In kindergartens divided into classes the description of such classes is missing.	45.5	40.9
SEP creates opportunities for development and use of partnership cooperation with parents.	76.5	71.2	Responsibility of involved parties is not specified within the system.	45.2	52.2
Content of IBs corresponds to the age, level of development and experience of children and is based on their needs and circumstances close to them.	74.1	71.4	Time schedule is missing in the developed system.	43.7	50.7
Integrated blocks and school projects include all areas of education.	72.4	68.0	Description of school management and definition of responsibilities are mostly general.	43.4	53.3

Summarised results describing the situation concerning SEPs PE in the school year 2008/2009 are as follows: 22.6 % of evaluated SEPs fully complied, reversible errors were found in 60.2 % of SEPs PE, but the authors of 17.2 % of SEPs did not manage to meet the vast majority of the specified requirements. Follow-up inspections will be carried out in the latter schools.

## B.2.2

**Basic Education**

In the year reviewed all 1<sup>st</sup> and 2<sup>nd</sup> grades as well as all 6<sup>th</sup> and 7<sup>th</sup> grades of **basic schools** were obliged to teach in accordance with the FEP BE pursuant to Section 46 (2) and (3) of the Education Act and 7<sup>th</sup> and 8<sup>th</sup> grades of basic education pursuant to Section 46 (3) of the Education Act. In the year specified the CSI evaluated the compliance of 1,292 SEPs BE with the FEP BE, which means that in total 1,859 SEPs BE have been evaluated. Evaluations are carried out by an inspection team that also comprises external experts 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.

Summarised detailed inspection findings and the results of the evaluation of compliance of SEPs BE with the FEP BE in the school year 2008/2009 are as follows: 22.5 % of evaluated SEPs fully complied, 59.6 % complied only partially while 17.9 % of SEPs displayed mainly a lack of compliance. The most frequent problem is inconsistency of their declared overall concept on the one hand and the content and form of its individual parts on the other hand. Some schools did not manage to meet a substantial part of the requirements stipulated by the Education Act and the FEP BE. Follow-up inspections will be carried out in the latter schools.

The obligation to follow the FEP BE in the school year 2008/2009 applied to 1<sup>st</sup> grades and for the 2<sup>nd</sup> grades of **eight-year secondary general schools** because, in attending, these pupils satisfy their compulsory schooling. All eight-year SGSs visited by school





inspectors met the legally binding provisions. In the first reading the CSI evaluated a further 122 SEPs and the number of the evaluated SEPs for the lower level of SGs rose to 192.

Table 12

Strengths and weaknesses of SEPs in basic schools

Strengths			Weaknesses		
Monitored indicator	Frequency (%)		Monitored indicator	Frequency (%)	
	large BSs	small BSs		large BSs	small BSs
SEP clearly specifies aims of education and objectives of a school.	97.2	96.4	Comprehensive coverage of socially disadvantaged pupils is not developed in full detail.	41.4	51.1
SEP elaborates strategy aimed at achieving objectives of education.	89.5	86.8	Notes to curricula are neither elaborated nor respected	35.8	41.7
SEP clearly defines areas to be covered by school self-evaluation.	88.0	79.9	Criteria of school-assessment are not clearly specified.	34.1	42.8
SEP creates opportunities for development and use of partnership cooperation with parents.	87.1	81.8	Cross-cutting themes and topics are not concretised.	32.3	41.7
SEP includes both the content and forms of teaching of exceptionally gifted pupils.	87.0	76.3	SEP does not take into account involvement in long-term projects and international cooperation.	32.2	47.5
Pedagogical staff are well described in the SEP.	86.0	83.1	SEP does not encompass rules for evaluation of pupils.	29.0	39.0
Basic curricula defined by the FEP BE are well developed.	79.7	78.7	Schedule for school self-evaluation is missing.	28.1	36.1

Evaluations are carried out by an inspection team that also comprises 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 **at the lower level of secondary general schools:**

Table 13

Strengths and weaknesses of SEPs at the lower level of secondary general schools

Strengths		Weaknesses	
Monitored indicator	Frequency (%)	Monitored indicator	Frequency (%)
SEP clearly specifies aims of education and objectives of the school.	99.2	Comprehensive coverage of socially disadvantaged pupils is not developed in full detail.	54.2
Compliance of profile of school-leaver with the aims of education and objectives of the school incorporated in the SEP.	94.3	Rules for evaluation of students are not part of the SEP.	30.3
SEP elaborates strategy aimed at achieving objectives of education.	92.6	Organisation of school-leaving examination is only cursory.	30.3
Areas of school-assessment are clearly specified in the SEP.	92.6	Notes to curricula are not respected.	28.7
Organisation of enrolment proceedings are described in full detail.	89.3	Cross-cutting topics are not sufficiently specific.	27.0
SEP creates opportunities for development and use of partnership cooperation with parents.	89.3	Comprehensive coverage of disabled pupils is not developed in full detail.	26.3







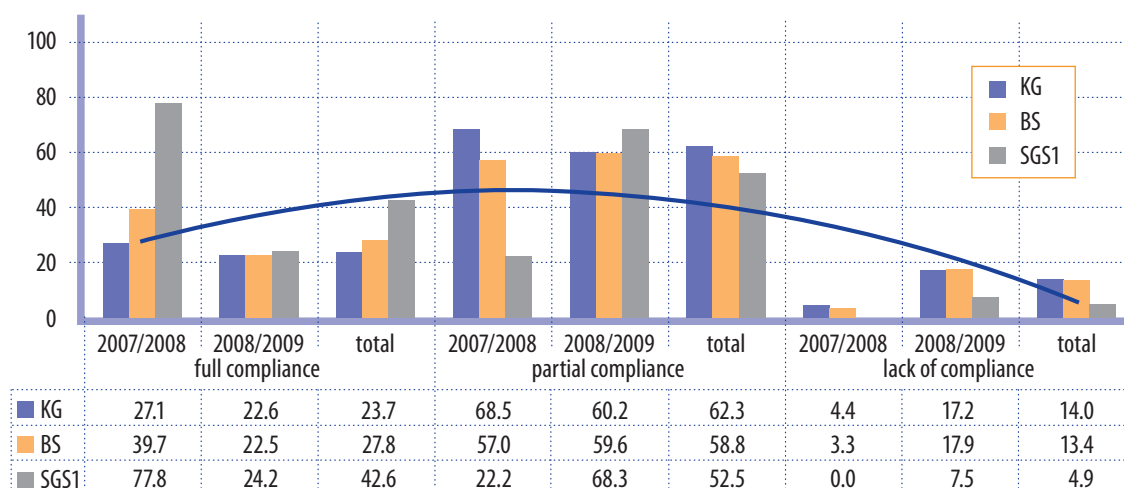
Summarised detailed inspection findings and the results of the evaluation of compliance of SEPs with the FEP BE in the school year 2008/2009 are as follows: 24.2% of evaluated SEPs SGS1 fully complied, reversible errors were found in 68.3% of SEPs SGS1, and serious errors were detected in 7.5% of SEPs SGS1. The main reasons for unfavourable evaluations were missing principles and coverage of instruction aimed at pupils with SEN, individual parts of SEPs were too general and there being only perfunctory respect for specificities in comparison with the requirements of the 2<sup>nd</sup> level of basic education in the FEP BE.

The CSI has monitored the preparation and creation of school education programmes over two years. As far as kindergartens are concerned the share of SEPs which do not conform to the FEP PE increased when compared with the numbers in the previous year. Such an adverse development is caused by the low level of drawn up documents in small kindergartens. A similar development is also reported from basic schools. Significant differences in evaluations of the lower secondary level of eight-year secondary general schools are caused by the fact that CSI oriented its evaluation during the initial year primarily to pilot secondary general schools. Evaluation results confirm the effectiveness of support provided from the ESF to co-finance the Pilot G Development Project (i.e. Pilot G = pilot secondary general schools).

The following Diagram 6 presents a summarised comparison of two-year ongoing as well as final evaluations of compliance of SEPs with the relevant FEPs in kindergartens, basic schools and at the lower level of eight-year secondary general schools by the end of the school year 2008/2009 at three levels – full compliance / partial compliance / lack of compliance.

Diagram 6

Summarised overview on ongoing and final evaluations of compliance of SEPs with the relevant FEPs in pre-school and basic education between 2007 and 2009



### B.2.3

#### Secondary Education

##### Admissions to Education in Secondary School

A new model of admission to education in secondary schools was approved and changed after Act No. 243/2008 Coll. amending the Education Act came into effect and included the amendment to the provisions of Sections 60 to 64. The impacts of this amendment on the procedures of SSs were reviewed by the CSI according to the Plan of Principal Tasks. In the first phase the CSI carried out a preliminary examination of enrolment





proceedings in 1,414 secondary schools and assessed the information available on accessible public internet sources. Cases where the obligation to publish prescribed information on the relevant web sites was not met were uncovered.

Table 14

Summarised information from web sites of secondary schools

Discovered shortcomings	The share of the total number of 1,414 schools
Links to web sites of schools listed in the Register were not valid.	8.0%
Criteria for admission to a school were not published.	8.2%
An estimated number of students to be admitted was not published	26.0%
Schools which organised enrolment examination did not publish two dates for the 1 <sup>st</sup> round of tests.	6.8%*/

\*/The calculation of the share of 416 schools which organised enrolment examination within their enrolment proceedings

During the 2<sup>nd</sup> phase inspections were carried out in 70 SSs from May to October 2009. The CSI found deficiencies in enrolment proceedings in 30% of the schools visited and provided 17 schools with time extensions to adopt measures and remove the revealed shortcomings. A follow-up inspection was ordered in two schools. Two complaints concerning enrolment proceedings were dealt with in the school year 2008/2009 and both of them were found to be well-grounded.

**Conclusions of inspections carried out in schools:**

- applicants for studies in SSs and their parents or the general public are not fully informed within the meaning of valid legal regulations;
- the number of positive decisions issued in the course of enrolment proceedings exceeds the assumed number of students to be admitted (the data which are obligatory for publishing before the enrolment proceedings are commenced);
- aggregated expenditure on enrolment proceedings increased, on the basis of estimates made by head teachers of a sample of 70 schools, by almost 70% when compared with the previous year;
- two thirds of head teachers of the visited schools evaluate the new model of enrolment proceedings very negatively.

In the 3<sup>rd</sup> phase questionnaire-based surveys were carried out in the above-mentioned SSs and in a further 22 SSs among students of 1<sup>st</sup> grades. The results showed that the option to make use of the essential change, which means filing three applications, was used by 46.5% of applicants. Of these 43.3% received decisions that they were admitted to all three schools (or vocational branches). 27.4% of applicants filed two applications.

The following are the most frequently used sources of information about schools where applicants decided to file their applications: personal visit to a school, for example the Open Door Day (62.5% of pupils), information provided by friends who visited the same school (50.3%), and web presentations of relevant schools (40.2%).

28.2% of applicants prepared for enrolment proceedings on their own; on the other hand 56.7% did not pay any specific attention to preparation, according to their own responses. The rest of the applicants used training courses held by either basic or secondary schools (11.8%) or attended one-to-one lessons with private teachers (3.3%).

64.9% of applicants were fully satisfied with the final results of enrolment proceedings, which means that they were admitted to one of those selected whilst 30% of applicants were only partly satisfied. However, no important connection between full satisfaction and the highest number of filed applications was proven.





### Completing Secondary Education

In the school year 2008/2009 the CSI also collected and analysed information on completing secondary education. The source of findings was an analysis of the following documents relating to completing secondary education: the Report of the School-leaving Examinations; the Report on Final Examinations of Pupils in Vocational Branches, i.e. secondary education is completed by apprenticeship certificate; and the Protocol on Final Examinations of Pupils in the Branches without apprenticeship certificates.

In total 1,123 reports coming from 242 schools selected across the regions were processed. The established set of reports includes data about 19,707 students finishing secondary education. The reports were from two school years – 2006/2007 and 2008/2009. An analysis of the reports is processed as a summary covering the whole republic and it is broken down by region and by type of examinations. Secondary general schools are reported separately with regard to the school-leaving examination.

The average number of students who completed secondary education in SGSs in one class was 26.0 (in the schools visited). In other schools the average number of students in fields of studies completed by school-leaving examination was 23.8, in branches completed by an apprenticeship certificate there were 9.9 students per class and in branches completed without an apprenticeship certificate there were only 7.7.

When individual regions are taken into account these numbers vary from 22.9 (the Usti Region) up to 30.0 (the South Bohemian Region). In other fields of study completed by a school-leaving examination the number ranged from 15.7 (the South Moravian Region) to 47.5 (Prague). As regards the field of study completed by an apprenticeship certificate the average number of students in the last grades ranged from 5.4 (the Vysocina Region) to 18.7 (the Karlovy Vary Region). The average numbers of students in classes where studies were completed without an apprenticeship certificate varied from 2.5 (the Vysocina Region) to 14.8 (the South Bohemian Region).

The CSI assessed the rate of success of students who were to complete secondary education in the selected set of schools according to percentage representation of those who received a certificate of secondary education with distinction, who passed and who failed. A summarised overview of 19,707 pupils of the above schools is included in the following Table 15.

Table 15

Rate of success of students who were about to complete secondary education in selected sample of schools

Field of studies	Passed with distinction	Passed	Failed
Fields of studies in SGSs.	32.7	62.8	4.5
Fields of secondary education studies completed by a school-leaving examination.	12.9	77.4	9.7
Fields of secondary education studies completed by an apprenticeship certificate.	10.4	82.1	7.5
Fields of secondary education studies (without an apprenticeship certificate).	11.4	79.9	8.7

The proportion of students who failed a school-leaving examination and were not permitted to re-sit part of or the whole examination was 0.5% of the total share, i.e. 10.3% of students who failed. In other fields of studies completed by a school-leaving examination, 1.0% of students were not permitted to re-sit the exam which accounts for 10.3% of those who failed. The Reports on Final Examinations do not include this type of data.

The rate of success of students evaluated according to regions differs considerably (for example 49.7% of students passed SGSs with distinction in the Vysocina Region





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



of native speakers. Those who are not qualified to teach foreign languages are divided into a group in possession of a higher education diploma (hereinafter referred to an “unqualified higher education graduate”) and teachers who have not studied at a higher education institution (hereinafter referred to “unqualified without higher education”).

Transfer of instruction of the first foreign language to the 3<sup>rd</sup> grade of BS and inclusion of the second foreign language in the lower secondary level of BS created substantially better conditions for better language competences of the young generation and simultaneously instruction in two foreign languages is maintained in the vast majority of secondary schools. English dominates the foreign languages taught in schools more and more. Interest in the German language has shown a downward trend; however, it is most often selected as the second foreign language.

In the school year 2008/2009 the CSI concentrated in particular on the teaching of English, on the methods and procedures used in teaching, on learning foreign languages at an early age, on the ways in which learning of the English language is supported and its use in personal life, as well as on the extension of student or teacher mobility and exchanges.

### B.3.1

#### Teaching of Foreign Languages in Kindergartens

Teaching of foreign languages in kindergartens is considered the most appropriate tool for supporting multicultural education in pre-school education. In the school year 2008/2009 52.3% of the kindergartens visited provided teaching of foreign languages. However, these were mainly large kindergartens which better managed the instruction itself (67.5% of those which provided foreign language teaching). Management of 80% of kindergartens tried to collect information concerning the interest of parents in foreign language instruction and only 10% of the parents interviewed answered that they did not consider foreign language instruction appropriate due to the young age of the children. In 60.3% of kindergartens teaching is provided as a paid service. The majority of parents think that the specified charges are reasonable, only one tenth of the parents expressed the concern that such fees are too high for them.

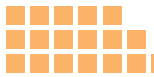
Only 29.3% of kindergartens included teaching of foreign languages in their SEP, but as far as small kindergartens are concerned, 47.1% incorporated such teaching in their SEPs. Instruction in the form of children’s clubs was organised in 75.9% of kindergartens and several schools used both options. The requirement of education in the form of language propaedeutics (i.e. in the form of introductory courses) was defined in 67.2% of SEPs or in other similar documents of the school concerned.

In the sample of schools which were observed, of the total number of 5,257 children 21.8% participated in **English language** lessons. Small kindergartens displayed a considerably better approach, as the proportion of children learning the English language accounted for 46.4% of children. The average teaching time was 1.3 hours a week, in small kindergartens up to 1.6 hours a week. The language was, as a rule, taught once a week (63% of kindergartens). Daily lessons were provided by 8.8% of kindergartens and almost 17.6% of small kindergartens included foreign language teaching among their daily activities.

In order to teach foreign languages kindergartens use a guidance document issued by the Research Institute of Education in Prague in 2006, “Guidelines for Teaching English in Kindergartens I”. Efforts of teachers to respect language correctness were seen in the vast majority of schools. However, only 58.3% of kindergarten managements regularly evaluated the level and results of foreign language teaching in the self-evaluation of schools.

External teachers were those who most frequently taught the English language (58.2%), thus English was taught only by 41.8% of full-time teachers. 58.3% of teachers were





properly qualified. The practice of English language teachers most often ranged from four to ten years (36.4%); however, there were also teachers who had taught English for less than one year (26.9%). Teachers entered language education through studies of languages in higher education institutions (17.3%); by passing a relevant school-leaving examination (21.2%); by means of a language certificate (26.9%); in national development programmes (3.8%); or in any other way (30.8%). 50.8% of teachers acquired education in the area of language propaedeutics in the national development programmes, 39.9% participated in the further education of teachers, 18.1% were trained in this area during their studies; and only 7.3% were not trained in this area.

### B.3.2

#### Teaching of Foreign Languages in Basic Schools

Teaching of foreign languages in basic schools, in particular English language teaching, ranks among the priorities of curricular reform in the Czech Republic. The FEP BE assumes compulsory learning of foreign languages from the third grade of BSs with a recommendation to give priority to the English language. 1,500 head teachers of basic schools completed electronic questionnaires relating to this issue. The CSI found that in the 2008/2009 school year in total 94.6% of pupils of third grades decided on English, with the greatest interest being seen among pupils of the South Moravian Region, followed by the Zlin and Pardubice Regions. Only pupils from the regions neighbouring Germany, i.e. in the Karlovy Vary, Pilsen and Liberec Regions, displayed a lower interest in learning the English language, varying between 80 and 88%.

60.7% of the responding schools see the lack of qualified teachers as the largest obstacle to meeting the given obligation and 53.0% of the responding schools pointed out that there are insufficient funds for teachers' salaries. A lack of appropriate teaching aids for teaching English was reported from 14.8% of BSs.

The data provided by schools demonstrate, *inter alia*, that most teachers for teaching English were lacking in 88.5% of schools in the Karlovy Vary Region. Schools from the Moravian-Silesian Region and the South Bohemian Region reported insufficient payroll funds but the largest problems with payroll funds were reported by schools established in Prague.

27% of schools took the opportunity to comment on what the other obstacles to the priority of teaching English from the 3<sup>rd</sup> grade of basic schools are. Almost 6% of them saw an obstacle in putting together more grades to establish one learning group made up of pupils of more grades. These were primarily one or two class schools, where pupils of different grades are merged into one group. Therefore a teacher has to work differentially in one lesson with several groups that have a different level of English. More than 3% of schools can see problems in the further education of pedagogical staff and in the unwillingness of pedagogical faculties to offer additional studies in only one language. Out of 303 schools which took the opportunity to express their opinions concerning this issue, 106 BSs stressed that they did not have any difficulties with ensuring the instruction of the English language from the 3<sup>rd</sup> grade of basic school.

During the school year the CSI also observed how English language teaching is provided in relation to the aims arising from the FEP BE, "Language and Language Communication" section. All basic schools incorporated this area into their SEPs and provide different forms of language instruction. Of the total numbers of pupils registered in classes 86.1% of them chose English as the first foreign language, 13.6% of pupils learned English within extended instruction, 9.1% of pupils learned English as an optional subject and 4.6% of pupils attended language clubs. The average number of pupils registered in one class was 15.7 and the average number of pupils actually present was 13.6.

When pupils leave the primary level of BE and start to attend the lower secondary level of basic schools (or they leave one or two class schools and start to attend a multi-



class school) 80.9% of schools use entrance tests to find consistency of knowledge; as far as lower secondary grades of SGSs are concerned pupils sit enrolment tests. In order to ensure consistency and coherence in English language teaching schools divide pupils into groups according to how advanced their knowledge is. Only one BS visited had introduced instruction of another subject in English.

73% of the visited BSs developed their own concept of foreign language teaching. Managements of 92.9% of schools paid attention to evaluation of the provision of English in their self-evaluation. In the past three years 91.5% of BSs had adopted different measures to provide and improve English language teaching; however, at least one quarter of them were not implemented on account of economic or staffing reasons. When evaluating the level of foreign English teaching 18% of schools used the Common European Framework of Reference. Schools' own comparative tests were used by 39% of schools. The remaining schools monitor the level of teaching only at the school level.

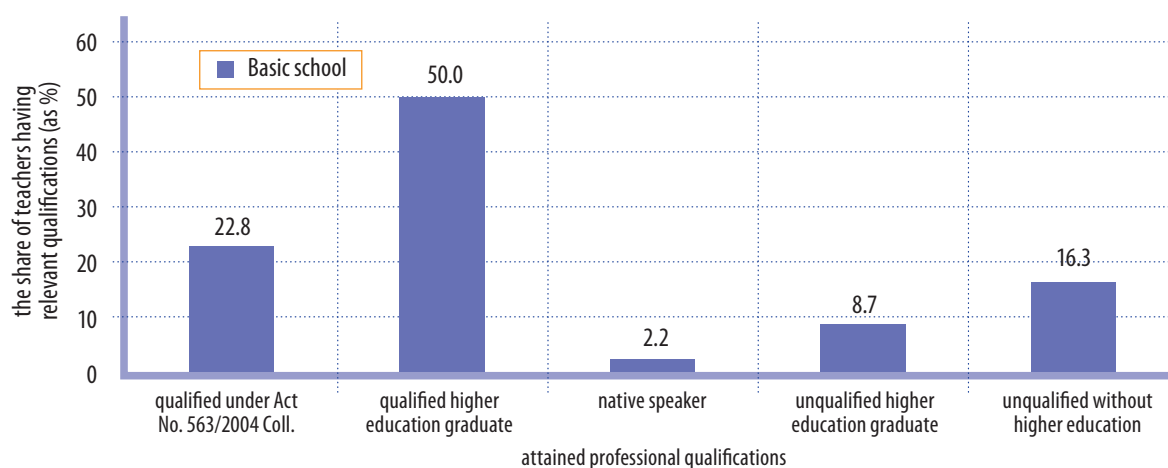
The most frequent motivating activity was a school trip abroad (30% of BSs). Pupils of 4.6% of BSs participated in student exchanges. In some schools pupils could take certified examinations in the English language, namely the 1<sup>st</sup> level was acquired by 0.3% of pupils and the 2<sup>nd</sup> level by 0.01% of pupils.

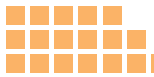
English was taught, in the schools visited, by 80.2% of qualified teachers; however, there were 25% of university graduates with a degree in English among them. The proportion of native speaker teachers was low (2.2%; for more detailed information see Diagram 7). 83.8% of BSs provided guidance to English teachers through their guidance body working within their school.

In the school year reviewed 11.4% of unqualified teachers were studying the language in a higher education institution. 11.2% teachers completed MEJA courses aimed at both methodology and language knowledge or a course provided through the Gate to Languages project, almost 25% of teachers participated in courses focusing on teaching children with SEN, 20% attended seminars held to provide information on the European Language Portfolio and the Common European Framework of Reference. Approximately 70% of foreign language teachers participated in courses of further education of teachers aimed at the teaching of foreign languages. 23.5% of BSs reported negative impacts of the social and economic situation in the region, affecting further possibilities of wider language education. 21.1% of the teachers of visited schools gained their experience by means of EU projects, 20% of teachers completed foreign internships and short-term attachments. 8% of the schools observed were involved in cross-border cooperation.

Diagram 7

## Attained professional qualifications of English language teachers in observed lessons (the data in %)





The average teaching period of English language teachers was 8.8 years. There were 19.8% of teachers who were beginners, i.e. they had taught less than three years, and 6.9% of teachers who had taught more than 35 years. 63.2% of schools paid attention to new English teachers and created conditions for their adaptation. 45% of teachers had active knowledge of another foreign language and the majority of English teachers were in possession of an ICT certificate – an extended module which they acquired after having completed further education courses (65.2%); however, only 15.4% of them used ICT when teaching.

### **Teaching of English at the Primary Level of Basic Schools**

The English language is taught as the first foreign language in 3<sup>rd</sup> grades of 98.3% of BSs and 94.6% of the total number of pupils are involved in learning English in this grade. Instruction is implemented in compliance with the obligatory time allotment and so called discretionary lessons determined from foreign language teaching are used mainly in the first and second grades of BSs. 11% of pupils learn a foreign language as an optional subject or in language clubs. Class or school language projects, school trips abroad, school trips aimed at getting know new things or student exchanges are the most typical motivation-led activities. When teaching foreign languages in the grades of primary level of BSs teachers hardly work with the European Language Portfolio and in 20% of schools pupils create their own language portfolios.

From the replies of pupils of the 5<sup>th</sup> grade within a questionnaire-based survey relating to the possibilities of the usage of foreign languages in their personal life it is apparent that 80% of pupils evaluate their knowledge as very good and 88% of them have a positive relation to learning foreign languages. One in five respondents from among pupils from 2<sup>nd</sup> to 5<sup>th</sup> grades attends language courses outside school lessons. As regards the possibility to use the acquired knowledge of a foreign language 60% of 5<sup>th</sup> grade pupils ticked a negative answer, only 22.7% are involved in foreign language activities organised by their schools, 12% of respondents used their knowledge of foreign languages when they met foreign pupils who visited their school and less than 6% communicated in a foreign language abroad.

### **Teaching of English at the Lower Secondary Level of Basic Schools**

31% of pupils of BSs and 39% of students of six- and eight-year SGSs evaluate foreign language teaching as interesting, 58% (BSs) and 50% (six- and eight-year SGSs) of pupils evaluate such lessons as quite satisfactory. Instruction of other subjects in a foreign language, with the exception of one school which launched such activities only last year, was not implemented in the visited schools. 8% of the schools visited were engaged in cross-border cooperation. 9% of schools used an entrance test to find out the level of English knowledge and consistency was declared in 91% of cases, but only 20.4% of schools were able to divide their pupils according to the level of their knowledge. Cooperation between different levels of schools is ensured in 90% of cases.

Within the last three years, 15.8% of pupils were able to apply acquired language competences in English when they travelled abroad within activities organised by schools and two thirds of them travelled abroad with the aim of getting to know new things and places. The European Language Portfolio is used by 23.9% of schools for teaching English.

In the observed schools 29% of students of six- and eight-year secondary general schools and 13% of pupils of basic schools stated that knowledge of a foreign language enables them to communicate fluently in everyday situations. A further 61% students of SGSs and 76% pupils of BSs are convinced that they are able to talk well about certain topics and are able to make themselves understood. Moreover, 28% of SGS students and 20% of pupils of BSs attend also private foreign language lessons.





### B.3.3

#### Teaching of Foreign Languages in Secondary Schools

In the course of the school year the CSI monitored whether English teaching is provided in accordance with currently valid curricula, whether the content of education is innovated pursuant to the provisions of Sections 78, 78a, and 79 of the Education Act in relation to preparation for reform of the school-leaving examination and what the level of English is among pupils being admitted to secondary schools.

The scope of English language teaching offered by secondary schools differs according to the school-leaver profile. 64.5% of the total number of students registered in classes learnt English as the first foreign language. In other schools this share was 71.5% of students. 15.6% of SGS students selected English as their second foreign language and in other secondary schools this proportion was 14.6% of students. 16.5% of SGS students study English within extended education programmes while in other schools this proportion was only 11.1% of students. 3% of SGS students learnt English as an optional subject and the same applies to 1.9% of students of other secondary schools. Language clubs were used by 0.3% of SGS students and 0.9% of students of other secondary schools. The average number of students registered in SGS classes was 14.5 and the average number of students actually present was 12.2. As regards other secondary schools the average number of students registered was 14.9 and the average number of students actually present was 11.3 students.

For pupils who leave basic schools with the intention to start to study in a secondary school 88% of SGSs and 81% of other SSs ensure consistency of the level of knowledge, usually by enrolment tests or by means of entrance tests (SGSs – 60%, other schools – 14.3%). Moreover, in order to ensure consistency and coherence in English language teaching, schools divide pupils into groups according to how advanced their knowledge is (SGSs 76%, other schools 61.9%).

Four schools taught other subject in English (of which there were three SGSs). In the past three years time allotment for English teaching was increased in 63.6% of SGSs and in 75% of other secondary schools.

Managements of SSs devoted attention to English teaching in their self-evaluation – 63.6% of SGSs and 75% of other SSs. In the past three years 80.9% of SGSs and 73.7% of other SSs adopted different measures to provide English language teaching.

Schools used especially school trips abroad as a motivating activity with a programme aimed at getting to know new things. Specifically, this motivation tool was made use of by 12.4% of SGSs and 24.5% of other SSs. Students of 4% of SGSs and 24.5% of other SSs were able to participate in student exchanges. Students of some SGSs were also able to take certified English examinations – 1<sup>st</sup> level was attained by 0.2% of students and 2<sup>nd</sup> level was acquired by 1.2% of students.

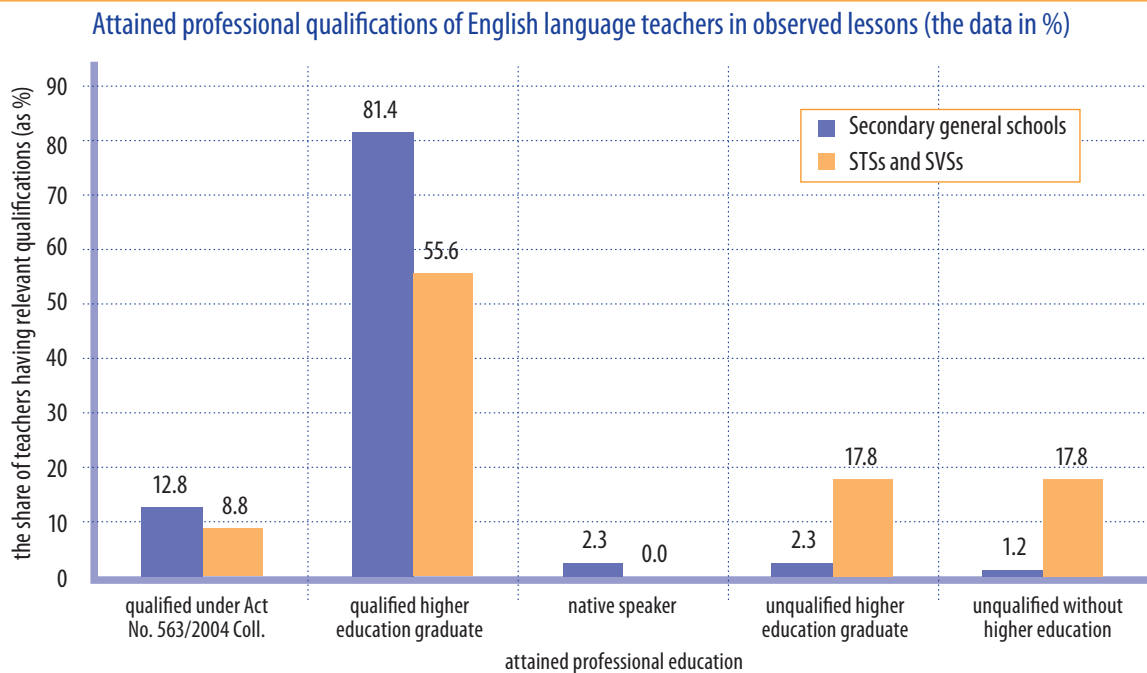
The average teaching period of English language teachers was 16 years in SGSs and 11.5 years in other SSs. There were 9% of SGS teachers and 17.5% of other SS teachers who were beginners, i.e. those who have taught less than three years. 72.2% of SSs provide an adaptation period for beginning English teachers and managements of schools pay due attention to this issue. 51% of teachers reported active knowledge of another foreign language. The majority of English teachers obtained an ICT certificate only at the basic level of state information policy in education – 66.7% of SGS and 51.2% of other SSs teachers. Unfortunately, only 9.4% of SGS and 17.8% of other SSs teachers actively used ICT for teaching.

The data in Diagram 8 demonstrate that language teaching was delivered in the visited SGSs by 94.2% of qualified English teachers and by 2.3% of native speakers, the proportion of qualified teachers in other SSs was 64.4% and no native speaker was present in English instruction. 78.8% of SGSs and 76.2% of other SSs provided guidance to English teachers through their guidance body working within their school.





Diagram 8



Actual non-investment expenditure relating to foreign language teaching between 2006 and 2008 was monitored in the schools visited. Expenditure per student increased slightly during the monitored years and in 2008 it amounted to CZK 319 per student. When monitored items are considered (such as textbooks, teaching aids, software and so forth) expenditure on textbooks and teaching texts displayed the highest rise. English teachers from 8.7% of SSs stated that the social and economic conditions of the region affected English language teaching.

Consistency of textbooks for foreign language teaching and their level corresponding to the age of students was recorded in 99.3% of schools. 96.4% of the interviewed teachers said that they had enough teaching documents and aids for foreign language instruction. (For more detailed data on English language teaching in BSs and SSs see Part C, Tables C 12 and C 13.)

### B.3.4

#### Teaching of Foreign Languages in Language Schools

Language schools authorised to organise state language examinations provide their students with language education aimed at enhancing their language knowledge and communication skills acquired in the course of previous formal, non-formal and/or informal education so that students are able to pass a state language examination.

The data on language education were collected in 21 language schools. A conceptual document was drawn up by 85.7% of schools. Education is updated in compliance with national strategic priorities but only 75% of schools introduced innovations in their content of education according to the principles of the Common European Framework of Reference. During the school year 2008/2009 the FEP for language teaching was issued and schools began to work on their SEPs. The new FEP is based on aims which are set out for the area of foreign language teaching in the FEPs for basic and secondary schools. A new point is that language schools specify the content as well as the scope of individual types of courses whilst taking into account the difference in the age factor between children and adults. 61.9% of language schools decided to be involved in development programmes.

Schools issue reports certifying successful completion of a course but only 45% of schools issued certificates containing evaluation of individual qualitative aspects of



a language. Schools offer the majority of courses with an output level of A1 (91.5%) whereas the number of courses with an increased level of language knowledge up to level B2 fell slightly to 61.5%. Preparatory courses for a state examination of B2 level and up to the highest possible level, i.e. C2, dropped from 67.3% to 19.5%.

In addition to preparation for a state language examination 90% of schools provide preparation for other types of certified examinations, preparation aimed at recognition of a language level within the EU and 90% of schools organise courses in the Czech language for foreigners.

Language schools enjoyed good material conditions; however, 42.9% of schools complained about a lack of payroll funds.

### B.3.5

#### **Areas of English Language Teaching Selected for Improvement**

##### **Professional Qualifications**

Professional qualifications of foreign language teachers attained through higher education (university education) directly focused on the preparation of teachers of foreign languages (i.e. language teaching qualification) is a fundamental prerequisite for providing quality foreign language teaching and effective education in foreign languages in all types of schools. Currently, foreign languages are taught not only by teachers without an appropriate language teaching qualification but also unqualified teachers who have not studied at any higher education institution (for example in BSs there are 20% of unqualified English teachers who did not graduate from a higher education institution). Measures to bring about a change have not been adopted.

##### **Native Speakers**

When the current situation is compared with the 1990s native speakers have almost disappeared from schools. Their share in teaching is almost negligible. The presence of native speakers represented an important motivating factor both for pupils/students and for teachers (not only for those who taught foreign languages) to learn a foreign language and improve knowledge already attained. Their presence also contributed considerably to the promotion of multicultural education.

##### **Lifelong Learning, Further Education of Teachers, Career Growth of Foreign Language Teachers**

No binding system of lifelong learning linked with remuneration of foreign language teachers has been set up. Completing the JAME, MEJA, and Gate to Languages development programmes is not connected with career growth. Surveys made by the CSI show that it is predominantly teachers directly qualified for teaching a relevant foreign language who are mostly involved in the further education of teachers and who create opportunities for pupils/students to further develop already attained language competences. The other side of the coin is that it is unqualified teachers without higher education diplomas teaching in secondary vocational and secondary technical schools who are least involved in the further education of teachers.

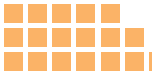
##### **Short-Term Attachments of Teachers Abroad**

In the context of support for foreign language education issues concerning financial resources for short-term attachments of teachers abroad have not yet been resolved (besides development programmes, lifelong learning programmes, and so forth).

##### **Language Teaching in Pre-School Education Is Not Solved Systematically**

Only 25% of kindergartens included foreign language teaching in their SEP. With regard to the fact that teachers of kindergartens do not have the necessary language knowledge exter-





nal teachers represent from 60 to 70% of foreign language teachers. But it can be assumed that such external teachers are not properly qualified for teaching in kindergartens. 70% of kindergartens provide foreign language teaching as a paid service in the form of a language club, which means that equal access to education is not ensured. And, moreover, there is not any consistency or coherence when children start to attend a basic school.

### **Problem of Systemic Solution of Language Education**

Several fundamental conceptual documents have been developed for language education. Nevertheless, a national strategy for language education which would define the interest of the state and incorporate, as a priority, strategic objectives into actual measures constituting systematic and sustainable support for language education is missing.

Furthermore, opportunities and motivation of students to take certified language examinations when they are completing a certain level of education are also missing. The Czech Republic has not established its own national certification centre for language examinations.

The Czech Republic has adopted the Common European Framework of Reference for Languages as a recommended document and this document is gradually being transposed in the FEP. In the meantime it is the only instrument that also provides reference levels, including the means of their evaluation within national curricular reform. Complete implementation of this document into the Czech Republic's education system is desirable, as it is an effective tool to link formal and non-formal language education.

## B.4

### **Support of Information and Communication Technologies**

As far as pre-school education is concerned, only a selected set of indicators in accordance with FEP PE was monitored. In basic schools the whole "Information and Communication Technologies" education area according to the FEP BE was monitored. In secondary schools inspections focused on establishing support for information and communication technologies. The Annual Report includes only the main findings since a detailed thematic report has been issued in relation to this topic. This Report only describes trends concerning progress made in using information technologies in schools during the past three years.

#### B.4.1

##### **ICT in Kindergartens**

Utilisation of ICT in kindergartens has a specific purpose. Under the FEP PE such utilisation should be appropriate for the age and needs of a child in terms of time and content. Therefore the CSI, when monitoring this area, used only a reduced set of indicators in standard observations of the ICT area.

The number of PCs in kindergartens designated either for the education of children or for usage by school staff is totally insufficient. The quality of internal network infrastructure is obsolete as well – according to the findings only every second PC is connected to the internet. In the majority of kindergartens such a PC is only the one which is used by the head teacher. The teachers do not have any possibility to use this medium even though they would like to do so to further broaden their knowledge.

PCs in kindergartens are more obsolete than those used by BSs and SSs. Therefore, the majority of PCs serve rather as typewriters. Additional HW for teaching is totally lacking. The lack of projectors is critical. It is clear that state-of-the art ICT multimedia has not forced out audio-visual devices. Only roughly a half of schools are, thanks to their SW for teaching, able to include ICT in education.



Table 16

Equipment	
Average number of PCs in one kindergarten	3.2
Average number of PCs connected to the internet in one kindergarten	1.7
Age of PCs dedicated to education	
– less than 3 years	20 %
– 3–5 years	27 %
– more than 5 years	53 %
Age of PCs to be used by teachers and other staff	
– less than 3 years	38 %
– 3–5 years	29 %
– more than 5 years	33 %
Average number of OHPs per kindergarten	0.02
Average number of interactive boards per kindergarten MŠ	0.02
Average speed of connection per kindergarten (download)	2 Mb/s
Frequency of used technologies for connection to the internet	
– ADSL	47 %
– cable line	9 %
– hi-fi	39 %
– fixed line connection (i.e. number dialling)	9 %
Average price for services for connection to the internet per month	561 CZK
Share of kindergartens which have teaching SW	53 %
Share of kindergartens with their own WWW presentations	55 %

Overall insufficiency is confirmed also by the analysis of the economic preconditions – since 2006 support allocated directly from the state budget for ICT has decreased by 80%. This deficit was not offset by the contributions of founders, which, however, decreased as well. Donations from external entities remain the main source for minimal renewal of PCs.

Lower budget allocations force kindergartens into more effective financial management, which can be seen in the “average price for connection...” indicators. This is a fair market price for the average speed of connection when compared with prices paid by BSs. Some kindergartens have problems with the quality of connection to the internet. A fairly large share of them use only fixed lines and have to dial a number for each connection. Less than a half of schools had their own web presentations.

Although almost all teachers participated in basic training of ICT, only few of them use ICT routinely for their work outside teaching, for example for communication or preparation for teaching. The main reason is the aforementioned number and quality

Table 17

Staffing	
Share of teachers who completed further education or other training courses for basic work with PC	92 %
Share of teachers who use ICT for external communication	43 %
Share of teachers who use ICT for teaching	36 %
Obstacles hindering the use of ICT – share of teachers	
– insufficient HW and SW	60 %
– low knowledge of work with ICT	24 %
– insufficient guidance	66 %
Share of teachers who use a computer at home	50 %





of PCs. Teachers themselves identified the same principal barriers. In interviews they stated that there was insufficient guidance for inclusion of ICT in education. The same opinion was expressed by both teachers teaching for a long time and teachers without any teaching experience. As in BSs it is necessary to support the area of the further education, in particular, of inexperienced teachers in kindergartens.

### Using ICT in Teaching

Data from approximately 1,000 observations of teaching blocks show that usage of ICT in teaching is rather rare. For example, utilisation of ICT was seen in only 14% share of teaching blocks, which is very few. Moreover, only in 18% of cases ICT was used efficiently. Thus children more or less play with a computer without any professional guidance.

## B.4.2

### ICT in Basic and Secondary Schools

#### Material Equipment

In this area quantitative as well as qualitative indicators were monitored. When it comes to the number of PCs per 100 pupils in basic schools, the Czech Republic is in the worse half of EU Member States. The situation is better in secondary schools.

The situation should be considered critical when the number of PCs per teacher is taken into account (see Table 18). However, if computers placed in classrooms are exempted from the statistical records (i.e. computers which are not available for teachers for work outside classes) the number of teachers who share one computer in basic schools will be almost four teachers per computer and in secondary schools three teachers per PC.

Table 18

#### Visited basic and secondary schools furnished with PCs

Monitored indicator	Basic schools			Secondary schools		
	total	small	large	total	small	large
Number of pupils per PC	7.9	3.9	8.5	5.1	1.9	5.4
Number of PCs per 100 pupils (according to the OECD method)	12.7	26.0	11.8	19.6	52.6	18.5
Number of teachers per PC	2.3	2.4	2.2	1.9	3.2	1.9

Further observations show that schools have problems with the quality of technology they use. This phenomenon confirms the fact that some ICT was purchased a long time ago. This applies to PCs used by both teachers and pupils. Schools are not able to follow a regular cycle of replacement of computers, and this situation is substantially worse in small schools. Older equipment increases costs for its operations, its functions are not compatible with other computers or with the newest software.

Table 19

#### Age of technology in visited basic and secondary schools (data in %)

Monitored indicator	Basic schools			Secondary schools		
	total	small	large	total	small	large
PC for pupils in one school – less than 3 years old	27	18	28	34	36	31
PC for pupils in one school – 3–5 years old	29	19	30	30	22	32
PC for pupils in one school – more than 5 years old	44	63	42	36	42	37
PC for teachers in one school – less than 3 years old	34	34	34	34	36	31
PC for teachers in one school – 3–5 years old	36	37	36	30	22	32
PC for teachers in one school – more than 5 years old	30	29	30	36	42	37



As regards further HW, essential shortcomings were revealed in the number of monitored types of devices. In particular statistical records concerning interactive boards as a basic means for interactive teaching through ICT demonstrate that schools in the Czech Republic are not prepared for modern teaching methods.

Table 20

Average number of specific ICT devices per basic school

Monitored indicator	Basic schools			Secondary schools		
	total	small	large	total	small	large
HW – printer which pupils can access	0.8	0.8	0.9	3.0	3.0	3.0
HW – slide projectors	2.8	0.6	4.0	6.0	1.4	6.5
HW – interactive boards	1.0	0.2	1.4	1.2	0.4	1.3
HW – electronic voting systems (number of sets)	–	–	–	0.1	–	0.1
Network – wireless network (WiFi) to be used by pupils	0.1	–	0.2	1.9	2.2	1.8

As regards HW its age, as one of the indicators, can be compared with the age of SW used on computers. A frequent occurrence of operation systems no longer supported by their producers was reported. This does not mean only that SW is not compatible (current applications can not be used and thus it is not possible to teach how to use them) but it is dangerous to operate them. The situation is slightly better in SSs than in BSs, but it is also markedly worse in both BSs and SSs than in large schools.

Table 21

Share of used operational systems on PCs in visited BSs and SSs (as %)

Monitored indicator	Basic schools			Secondary schools		
	total	small	large	total	small	large
Windows Vista	2.5	8.3	1.8	4.5	1.9	4.7
Windows XP	60.4	40.3	64.7	62.3	54.5	62.8
Windows 2000	23.5	36.5	19.2	16.9	31.5	16.2
Windows 98 and older	9.8	14.0	9.7	8.7	10.6	8.4
UNIX, LINUX	2.3	0.9	3.1	6.5	1.5	6.8
MAC OS	1.2	–	1.2	1.1	–	1.1
Other	0.3	–	0.3	–	–	–

The overall situation is clarified by an overview of the frequency of implementation of the state-of-the art systems for internal activities and external communication of a school. These indicators demonstrate that secondary schools use more advanced systems. The situation in BSs is rather adverse and a more considerable gap between small and large schools was observed.

Table 22

Occurrence of selected information systems in visited BSs and SSs (as %)

Monitored indicator	Basic schools			Secondary schools		
	total	small	large	total	small	large
Own web presentation	85.5	61.5	98.0	100.0	100.0	100.0
Intranet or IS for internal activities related to teaching.	60.5	34.6	74.0	92.7	80.0	94.4
IS for teaching related activities and with interface for communication with parents.	23.7	–	36.0	63.4	60.0	63.9
IS for human resources issues, accounting, assets management, and so forth.	65.8	46.2	76.0	70.7	40.0	75.0

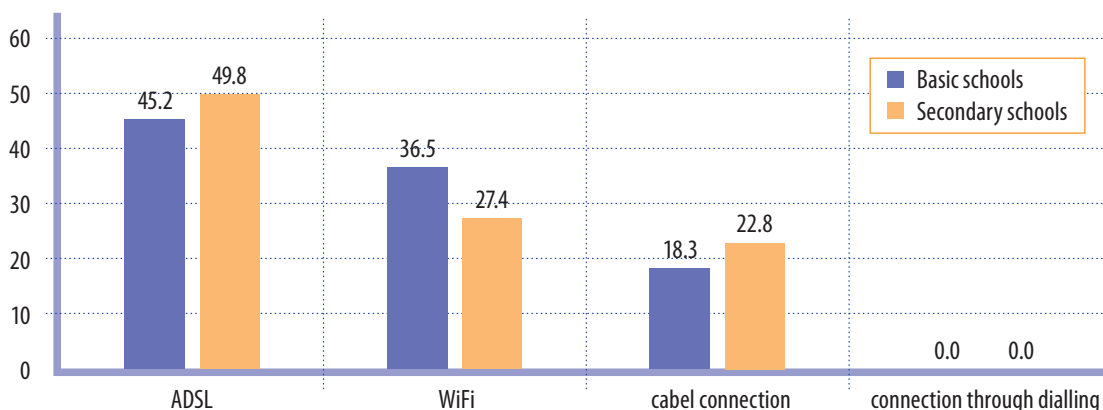




One positive finding is that none of the visited basic or secondary schools has substantially insufficient internet connection (see Diagram 9). However, what is astonishing is the several times higher price paid by schools for this service when prices are compared with the current standard. In this area the situation in SSs is substantially worse than the situation in BSs, where, however, prices are unsatisfactory as well.

Diagram 9

An overview of internet connection in visited BSs and SSs (data in %)



It is clear that schools do not know the ICT market, especially due to the fact that there is no professional responsible for ICT issues in schools. And this indicator is more negative in basic and small schools.

Table 23

Division of schools according to the speed of internet connection (download) including average monthly costs for its operations

Speed(download)	Frequency (%)	Average monthly costs in CZK (including VAT)	Frequency (%)	Average monthly costs in CZK (including VAT)
up to 512 Kb/s	9.0	947	–	–
from 512 to 1024 Kb/s	14.0	4,259	14.0	8,781
from 1024 to 2048 Kb/s	21.0	1,258	41.0	5,224
from 2049 to 4096 Kb/s	18.0	3,191	27.0	3,939
from 4 097 to 10000 Kb/s	30.0	2,350	17.0	7,531
over10000 Kb/s	7.0	1,792	2.0	5,765

Table 24

Share of types of management of ICT resources in visited BSs and SSs (as %)

Monitored indicator	Basic schools			Secondary schools		
	total	small	large	total	small	large
Administrator is not assigned – ad hoc solutions	3.9	11.5	0.5	–	–	–
Internal administrator – teacher	23.7	19.2	25.4	39.0	20.0	41.7
Internal administrator	11.8	3.8	15.8	14.6	60.0	8.3
External administrator	60.5	65.4	58.3	46.3	20.0	50.0





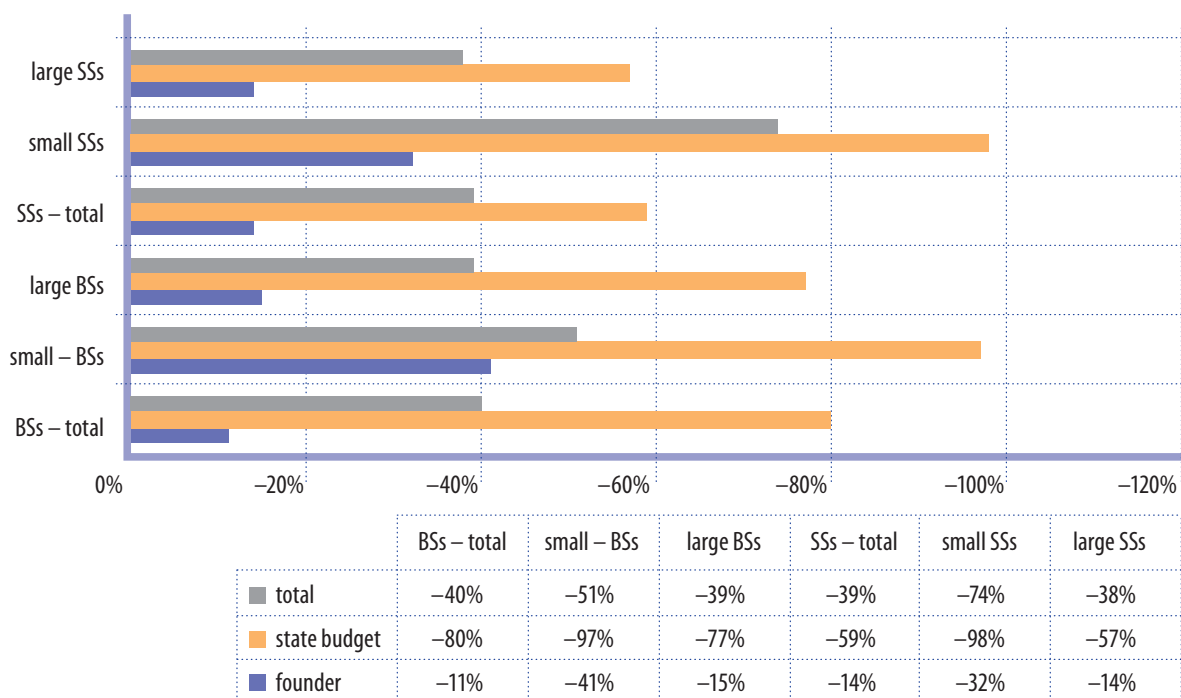


### Economic Conditions

In this part, acquisition costs for purchasing HW, SW and maintenance services since 2006 were compared (the programme on supporting state information policy in education was terminated) while funding sources were distinguished. Results correspond to the findings pertaining to the area of equipment. The situation must be considered as critical in all schools; however, it is even worse in small schools.

Diagram 10

Development of acquisition costs for purchasing HW according to the funding sources from 2006 to 2008



### Staffing and Teaching

The CSI found that 90 % of teachers completed courses of further education of teachers or some other type of training aimed at basic knowledge for using ICT. Although only less than half of teachers own their private computers connected to the internet 75 % of teachers are able to use ICT, as a routine, outside teaching duties (communication, preparation of lessons and so forth). Only 11 % of teachers are capable of using ICT directly in their lessons. Opinions of teachers regarding the main obstacles are categorised in the Table 25.

Table 25

Opinions of teachers on causes for limited use of ICT in direct teaching (%)

Obstacle	Frequency of teachers' opinions	
	BSs	SSs
Insufficient level of HW and SW	46.0	47.0
Availability of ICT equipment in a school (i.e. location of equipment in the school building)	17.0	36.0
Insufficient knowledge for working with ICT	14.0	9.0
Insufficient guidance for effective use of ICT	49.0	32.0
No limitations	19.0	15.0





The opinions of teachers are also supported by findings resulting from observations of all the subjects taught with the exception of ICT. The degree to which ICT was used by a teacher directly in the process of teaching was monitored. The data broken down according to the teaching practice (less than 3 years, 3-15 years, more than 15 years) do not differ. The situation in SSs schools is slightly more favourable than in BSs.

Table 26

Utilisation of ICT in monitored lessons – all teachers (data in %)

The degree of utilisation	BSs	SSs
ICT was not used	80.1	71.9
simple presentation of the lesson without interactive involvement of pupils	11.1	13.9
use of special SW without any interaction	1.7	6.1
use of special SW with partial interaction	6.8	–
use of special SW with full interaction	0.3	8.1

**Areas selected for improvement:**

- to finance renovation of HW, SW either directly from the state budget or through other funding sources (for example ESF projects while providing support to small schools to be able to administer their projects)
- to provide guidance to teachers oriented towards effective use of ICT in lessons
- to provide ICT guidance to school managements – head teachers and other school staff

## B.5

### Enhancing Professionalism and the Social Status of Teachers

When evaluating the area of human resources in schools in its evaluations the CSI has to respect the Education Act and the Act on Pedagogical Staff as well as conceptual documents. The CSI also makes use of findings arising from multi-criteria evaluations of schools and results stemming from the evaluation of the school ethos and public-legal audits. Inspection evaluations of the situation in staffing of schools are based on the assumption that a good teacher and cooperating pedagogical staff are key for quality education and that the individual appraisal of teachers is mainly the responsibility of the head teacher.

The CSI monitors prerequisites relating to staffing and the development of teachers in three groups: school managers, teachers who have been teaching less than three years and teachers having professional specialisation as stipulated in Government Regulation No. 75/2005 Coll. (manager, education advisor, ICT specialist providing the relevant guidance, class teacher). Further jobs (hereinafter referred to as “teachers with professional specialisation”) are partly defined in the Education Act and partly in Decree No. 317/2005 Coll. on the further education of teachers, the accreditation commission and the career system of teachers, as amended (for example a coordinator of the SEP, a teacher responsible for prevention of socio-pathological phenomena, a specialist in environmental education, instruction and culture). The CSI also evaluates systems of the further education of teachers according to the needs of schools. Comparisons and official statistical records as well as findings resulting from class observations, interviews with teachers and head teachers are all used for summary evaluations.





## B.5.1

**School Management**

The CSI monitors how head teachers meet demanding tasks arising from their office under the provisions of 164 to 167 of the Education Act, their qualification prerequisites under Section 5 of the Act on Pedagogical Staff. Head teachers are obliged pursuant to the Act on Pedagogical Staff to attend specialised training courses in school management. The share of head teachers who have satisfied this requirement is very high at all levels of education – 95 % of head teachers in kindergartens, 97.1 % in BSs and 98.9 % in SSs. From 2006 to 2009 the proportion of qualified head teachers rose in all segments of the education system – by 5.3 % in kindergartens, by 3 % in BSs and by 15.9 % in SSs.

Head teachers of Czech schools are absolutely independent in all areas of their decision-making. But this approach is highly demanding and entails a need for permanent personal development, mainly in those areas of management for which they had not been prepared when they used to work as teachers. Head teachers have improved strategic and economic management and have become familiar with fundamental systems of quality management of pedagogical processes. Filed complaints about schools demonstrate the need for education in soft skills, for example resistance against corruption or improving communication with parents and the community.

A further burden for management is represented by new tasks arising from curricular reform and the preparation of school staff for individual steps in this reform. Schools are lacking conceptual and strategic directions as regards innovations in education content as well as targeted support for the modernisation of school equipment in compliance with the requirements of the aforementioned reform. Teachers do not possess enough information on contemporary methods and forms of teaching and on the results of pedagogical research covering this area.

The CSI found that at all levels of education head teachers are not changed very often. Founders have so far used only very rarely a new competence stipulated by the Education Act in its Section 12 (5), which makes it possible to evaluate activities of schools according to criteria which are published in advance. The CSI recorded several examples of good practice of a systemic evaluation of schools in the Liberec, Karlovy Vary, Hradec Kralove and Moravia-Silesian Regions. Their know-how can be used for the overall enhancement of systems to be used by founders for the external evaluations of schools.

The Table 27 includes a comparison of achieved levels of selected managerial activities carried out by head teachers in kindergartens, as well as in basic and secondary schools according to the results gathered through the institutional evaluation of schools by the CSI.

Table 27

**Evaluation of the level of managerial activities of head teachers**

Monitored evaluation indicators	Frequency of achieving required situation (%)		
	KGs	BSs	SSs
Creation and implementation of the SEP / innovation of the education content	62.1	59.3	82.2
Strategy and planning	81.0	78.9	80.3
Meeting duties of a head teacher in accordance with the Education Act	80.0	81.8	81.6
Creating preconditions with respect to appropriate staffing for implementing the SEP, including risk assessment	66.6	81.2	78.9
Leading teachers to be able to support the development of children's/pupils' personality	82.9	90.2	86.6
Introduction of the system for evaluation of children/pupils in the course of education	76.2	78.6	62.0
Management of partnership relations of a school	90.2	94.5	88.7





A number of head teachers (7–10%) would welcome stronger support from and better cooperation with school founders and other partners, in particular in terms of improving material and technical conditions, or better support with the modernisation and necessary renewal of school equipment. Approximately 9% of teachers in BSs and kindergartens identified themselves with this opinion and in secondary schools the same opinion was expressed by as many as 23.4% of teachers.

### **Areas of Managerial Work to Be Improved**

In all schools, to improve the quality of SEPs already drawn up in conformity with the requirements of the FEP, to draw up school strategies on how better to meet the aims of the SEP.

To support the preparation of teachers more intensively and to provide more opportunities for teachers' participation in further education in the area of drawing up the SEP and of its implementation in schools.

To involve Pedagogical Boards and self-governing bodies of schools more in school management and school self-evaluation.

To introduce, and apply in school self-evaluation, ongoing evaluations of children and pupils directly in class teaching, primarily in secondary schools.

## B.5.2

### **Teachers**

The CSI found that the support for enhancing the qualifications of teachers was lower than the support of head teachers in this area. From 2006 to 2009 the qualifications of kindergarten teachers were almost at the same, unchanged level, which means 91%, qualifications improved by 3.4% in BSs, i.e. it reached the level of 86.2%, and qualifications of secondary school teachers improved by 3.1% to 84.1%. The proportion of teachers specialised in certain areas saw a decline by 2.4% in kindergartens when the period from 2006 to 2009 is taken into account. On the other hand, this share dramatically increased by 23.3% in BSs and SSs also saw an upward trend by 15.4%. Support of kindergarten teachers for acquiring specific skills necessary for curricula reform was not systematic and it was provided only by some regions or informally by kindergartens among themselves through exchanges of information. The proportion of teachers who had been teaching less than three years increased from 2006 to 2009 in all the education system segments: 7.3% in kindergartens, by 5.9% in BSs and by 7.0% in SSs. The youngest members of pedagogical staff are predominantly teachers of the Czech language or ICT.

In order to evaluate the progress made by teachers in their professional development the CSI observes their work directly in classes and in following standardised interviews, where inspectors try to find their attitudes and opinions on selected issues and in relation to the social climate of the given school.

Teachers of all education levels have problems distinguishing the needs of gifted children and pupils; schools only indicate their presence but are not able to tell what they have done for them and in what activities such pupils should be involved. Principles of support for gifted pupils are missing in SEPs of all education levels.

Schools, especially SSs, display low support for pupils with SEN, as teachers still focus rather on direct support, omitting the prevention of individual failures on the part of such pupils.

Teachers are lacking competences for pedagogical diagnosis, and more effective feedback between teachers and pupils is missing as well. Teachers cope with the requirement of integration only with difficulty, as they do not possess appropriate information on practical activities focused on maximum individual integration of pupils with SEN in the educational mainstream. The development of new types of supportive structures is lagging behind the needs brought about by practice. It is mainly secondary education



where progress of students is not evaluated regularly and on an ongoing basis, students are not oriented towards success and are not able to learn from their own mistakes.

Pedagogical Boards are working only very formally and although their competencies have been changed by the Education Act, their work in schools has not yet been adapted to the new situation. Boards do not deal with such issues as how the aims encompassed in the SEP are met, they do not tackle the effectiveness of support provided to pupils and evaluation of group or individual support is minimal. Teachers do not realise that only this joint professional body of a school should be actively involved in self-evaluation.

Table 28

#### Analysis of potential risks and opportunities for improving the level of activities carried out by teachers

Monitored evaluation indicators	Frequency of occurrence of potential risks (%)		
	KGs	BSs	SSs
Use of qualifications prerequisites to achieve required level of teaching	16.8	9.4	10.6
Teachers' support for development of the personality of children/pupils	8.6	4.9	6.7
Evaluation of children/pupils in the course of education	11.9	10.7	19.1
Respect for individual needs of children/pupils	10.7	5.2	10.1
Support of exceptionally gifted children/pupils	68.4	78.3	73.8
Support of children/pupils with SEN	7.3	43.1	62.7
Connivance with occurrence of manifestations of unacceptable (aggressive) behaviour	5.6	7.7	5.2
Creative use of conditions existing in education	7.8	9.9	16.5
Accommodating the acceptance of new ideas, wide-range of what is on offer in education	18.3	13.8	18.7
Creative application of organisational forms and methods of education	20.3	12.8	18.4
Use of a diagnostic function of evaluations– feedback between teacher and child/pupil	20.4	25.0	32.2
Regular evaluation of progress, orientation towards success, work with mistakes made by children/pupils	10.1	23.9	39.3

### B.5.3

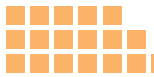
#### Further Education of Teachers in Kindergartens, Basic Schools and Secondary Schools

The Act on Pedagogical Staff newly stipulates qualifications prerequisites for teachers in some groups and it also defines new categories of teachers, in particular with regard to the needs of inclusive education. These new provisions are gradually being reflected in the programmes of some higher school education. The newly conceived system of education places high demands not only on school managements but also on every teacher at each level of education.

In addition, the Act stipulated a transitional period providing teachers with an opportunity to complete their qualifications by 2009 or according to the principle of recognising non-formal education, the number of years of teaching is taken into account with regard to older teachers. Due to the high average age of Czech teachers this opportunity is taken by a number of older teachers.

It is also clear in practice that the Act, if individual segments are considered, limits the effectiveness of organising qualified teaching at the primary and lower secondary levels of basic schools. The removal of such barriers is being considered now so that it will be possible to use specialised teachers at both levels of BSs or teachers specialised for SSs both at primary and lower secondary levels.





The provision of the further education of teachers for extending qualifications or for acquiring new competences in relation to the aims of curricular reform has neither changed with respect to the content nor to its scope.

In order to proceed successfully with curricular reform the National Institute for Further Education prepared the provision of the absolute minimum training for rapid re-qualification of head teachers, SEP coordinators, school-leaving examination commissioners and some other specialisations for supporting new changes. A sufficient system of support has not been prepared for the essential transformation changes. There is also a very urgent need to finish career growth rules and motivation tools for the professional development of teachers.

The involvement of regions in the further education of teachers is very important. All regions are involved very actively and support mainly regional schools but also some basic schools. The support of kindergarten teachers remains a problem as it is especially founders who take care of them or kindergartens establish informal networks of cooperation.

Active involvement in school networking plays a very important role. Schools can be involved in associations and societies of schools of the same type or they can establish informal associations for specific areas. This very dynamic element of the development of teachers is not, with some exceptions, efficiently used at or supported by the central level. Demand from teachers to participate in such initiatives several times exceeds supply and capacity as they are available now.

There is also a lack of technical literature and guidelines concerning curricular reform and only limited access to the outputs of international and national projects focusing on pedagogical research. However, such outputs are, as a rule, available to teachers in other countries. It is necessary to support the creation of new theories of education as a basis for changes in the system and to involve experienced teachers in publication activities.

There is only very insufficient provision of literature about pedagogical process management, about theories and alternative models of education aimed at the needs of pupils' development which could encourage and inspire teachers so that the ambitions of the Education Act and the FEP at all levels of education are met. There is a lack of information on the transformation of the content of education or how to work with the FEP and SEP and new textbooks oriented to the development of key competences are lacking.

The level of ICT equipment is very low and thus there are not many opportunities to use ICT in direct teaching at all levels of education.

A number of teachers had experience with aggressive behaviour of pupils or their parents – 14% of kindergarten teachers, 17% of basic school teachers and 12% of secondary school teachers. Every teacher needs competences, techniques and procedures for managing and settling conflicts or psychotherapeutic techniques for work with a group.

The Table 29 outlines an overview of the types of further education of teachers that occurred most frequently in the visited schools.

Inspection findings confirm a positive impact of the Act on Pedagogical Staff on practice in schools, where more teachers were motivated to acquire qualifications and thus participation in programmes which do not lead to qualifications declined.

The CSI tried to identify the possibilities of further education for teachers of foreign languages. From 2006 to 2009 the share of English teachers who had obtained the required qualifications increased by 33.4%. The supply of motivating programmes increased slightly but cannot meet the demand of schools. Teachers responsible for guidance in teaching foreign languages were very active at all levels of education and their participation in training courses of further education of teachers was 78%.



Table 29

## Occurrence of different types of further education of teachers in schools visited

Monitored indicator	2006	2009
Acquiring professional qualifications for the level of education under the Act on Pedagogical Staff (Sections 7, 8 and 9)	11.0	44.4
Studies aimed at the extension of qualifications under the Labour Code	71.0	47.0
Teachers who completed motivating programmes of further education of teachers (MEJA, The Gate to Languages, and some others)	9.1	11.2
Education focusing on guidance – SEP coordinators, innovation of methods, creative teaching, school legal regulations	86.0	78.0

*Key:*

*On the basis of interviews with teachers the percentage share participants of further education of teachers in 2006 and in 2009 of the total number of respondents in visited schools is included.*

**Utilisation of Development Projects for Development of Teachers**

In order to improve staffing in regional school the MEYS decided to organise several development programmes. 46.1 % of schools participated in the project known as “Increase in Unclaimable and Incentive Components of Salaries of Teachers in Regional Schools with Regard to Quality of Their Work”. 1.1 % of schools were involved in the “Funding Teacher’s Assistant for Disabled Pupils in Private and Church Schools” development project; 1.38 % of schools participated in the “Funding Teacher’s Assistant for Socially Disadvantaged Pupils” programme and 2.65 % of schools decided to become part of “Making Available Further Education for Teachers of Basic Schools with the Primary Level Only”. Public-legal audits of the drawing of public funds detected that schools in all cases used resources economically and effectively according to the decision on their allocation.



## Conclusions

---

In order to complete school strategies aimed at the implementation of new SEPs some external effects, which can have an impact on the success of schools, should be mentioned. First of all, there is not enough information on the objectives of school reform, not only in schools but also among the general public.

For the first phase of outlining and developing new school documents a facilitating ICT infrastructure was not established; there is almost no provision of free SW for schools. It is very demanding in terms of administration to draw up a SEP and as a consequence some documents have about one thousand pages, they are incorrectly structured, not well arranged and are not comprehensible. It is difficult to transfer such documents to management information, communication and decision-making systems and there is a risk that such SEPs will become only a document to be set aside and used only for the needs of inspection bodies.

Guidance aimed at curricular reform is not well coordinated at present, which means that the synergy of individual types of support is very low. A number of contributions on internet servers are inconsistent and they rather represent exchanges of experience as they are not supported by professional comments or legal interpretation.

It is obvious that international cooperation and the involvement of schools in supranational networks of schools (UNESCO, EUROPASS and so forth) support the successful application of curricular reform principles.

The changes over time in non-investment expenditure in schools demonstrate that in 2008 expenditure almost lost its dynamics and remained at the level of 2007. If inflation in 2007 and 2008, which was 9.1%, is taken into account, it is clear that the real expenditure of the observed schools declined. Even though payroll funds increased by about 7%, there was a real decline in payroll funds by 2% in relation to inflation. This trend was also reflected in the development of some items which are very important for qualitative changes in the school system. First of all there was a decline in the expenses for the further education of teachers in schools of all types of founders. The only exception is represented by schools directly established by the MEYS, where this kind of expenditure displayed a slight upward trend.

The CSI recorded a similar trend with regard to expenditure on textbooks, where the decline since 2006 accounted for almost 30%. Support through development programmes (Section 163 of the Education Act) has decreased since 2006 by 39.9%. It is possible to conclude that this trend is not caused by the low interest of schools in such subsidies since expenditure covered by the ESF was at the level of CZK 90 million over the whole three year period.

In addition to the aforementioned trends in expenditure a serious problem of allocation of resources could be seen in the observed schools due to the support of school reform. Expenditure covered by the state budget when recalculated per pupil differs considerably between regions. The current rules for re-allocation of resources to schools allow too wide differentiation where resources for school operations are not used in an effective manner.



## List of Abbreviations and Acronyms

---

BS	basic school
BS1	first (primary) level of basic schools
BS2	second (lower secondary) level of basic schools
CAF	Common Assessment Framework
CCTV	closed-circuit television
CERMAT	Centre for Evaluation of the Educational Achievement
Coll.	Collection of Laws
CSI	Czech School Inspectorate
ESP	European Social Funds
EU	European Union
FEP BE	Framework Education Programme for Basic Education
FEP PE	Framework Education Programme for Pre-School Education
FEP SE	Framework Education Programme for Secondary Education
FEP SGSs	Framework Education Programme for Secondary General Schools
FEPS	further education of pedagogical staff
i.e.	that is
IB	integrated block
ICT	Information Communication Technology/ies
Jaro	European Union's project
KG	kindergarten
MEJA	A development programme aimed at the methodological and language preparation of teachers teaching at the primary level of BSs without professional qualifications for teaching foreign languages and language preparation for kindergarten teachers, teachers at primary level of BSs and teachers of basic artistic schools
MEYS	Ministry of Education, Youth and Sports
NIE	non-investment expenditure
No.	number
OHS	occupational health and safety
PISA	Programme for International Student Assessment (an international project aimed at finding out results of 15-year-old students in reading, and mathematical literacy and literacy in natural sciences)
SEN	special educational needs
SEP BE	School Education Programme for Basic Education
SEP PE	School Education Programme for Pre-School Education
SEP SE	School Education Programme for Secondary Education
SEP	school education programme
SGS	secondary general school
SGS1	lower level of secondary general schools
SS	secondary school
STE	secondary technical education
STS	secondary technical school
SVS	secondary vocational school
SW	software

## List of Tables and Diagrams Presented in the Text

### Tables

Table 1	Overall evaluation of kindergartens by the Czech School Inspectorate in the school year 2008/2009	8
Table 2	Results of SEP's evaluations in kindergartens according to obligatory chapters of FEP PE	10
Table 3	Evaluation of economic conditions in the kindergartens visited	14
Table 4	Overall evaluation of basic schools by the Czech School Inspectorate in the school year 2008/2009	17
Table 5	Results of SEP's BE evaluations in basic schools and at the lower level of six- and eight-year secondary general schools according to obligatory chapters of the FEP BE	19
Table 6	Evaluation of economic conditions in visited basic schools	25
Table 7	Overall evaluation of secondary schools by the Czech School Inspectorate in the school year 2008/2009	29
Table 8	Prerequisites of schools to support education in the area of education towards health	42
Table 9	Selected indicators of material support for a safe environment for education	44
Table 10	Trends of injuries in schools between school years 2005/2006 and 2008/2009	45
Table 11	Strengths and weaknesses of SEPs in kindergartens visited in the school year 2008/2009	47
Table 12	Strengths and weaknesses of SEPs in basic schools	48
Table 13	Strengths and weaknesses of SEPs at the lower level of secondary general schools	48
Table 14	Summarised information from web sites of secondary schools	50
Table 15	Rate of success of students who were about to complete secondary education in selected sample of schools	51
Table 16	Equipment	61
Table 17	Staffing	61
Table 18	Visited basic and secondary schools furnished with PCs	62
Table 19	Age of technology in visited basic and secondary schools (data in %)	62
Table 20	Average number of specific ICT devices per basic school	63
Table 21	Share of used operational systems on PCs in visited BSs and SSs (as %)	63
Table 22	Occurrence of selected information systems in visited BSs and SSs (as %)	63
Table 23	Division of schools according to the speed of internet connection (download) including average monthly costs for its operations	64
Table 24	Share of types of management of ICT resources in visited BSs and SSs (as %)	64
Table 25	Opinions of teachers on causes for limited use of ICT in direct teaching (%)	65
Table 26	Utilisation of ICT in monitored lessons – all teachers (data in %)	66
Table 27	Evaluation of the level of managerial activities of head teachers	67
Table 28	Analysis of potential risks and opportunities for improving the level of activities carried out by teachers	69
Table 29	Occurrence of different types of further education of teachers in schools visited	71

## Diagrams

Diagram 1	Changes in the number of kindergartens, classes and children in kindergartens from 30 September 2006 to 30 September 2008 (the data on increase/decrease in percentage) .....	9
Diagram 2	Comparison of compliance of SEP with FEP PE in large and small kindergartens ...	11
Diagram 3	Comparison of compliance of SEP with FED PE in large and small basic schools ....	20
Diagram 4	Expenditure incurred on education towards health in the visited kindergartens, basic schools and secondary schools between 2006 and 2008 (data in CZK) .....	43
Diagram 5	Trends concerning school injuries in regions (according to the yearly index) .....	45
Diagram 6	Summarised overview on ongoing and final evaluations of compliance of SEPs with the relevant FEPs in pre-school and basic education between 2007 and 2009 ..	49
Diagram 7	Attained professional qualifications of English language teachers in observed lessons (the data in %) .....	55
Diagram 8	Attained professional qualifications of English language teachers in observed lessons (the data in %) .....	58
Diagram 9	An overview of internet connection in visited BSs and SSs (data in %) .....	64
Diagram 10	Development of acquisition costs for purchasing HW according to the funding sources from 2006 to 2008 .....	65







# TABLES

## List of Tables

Table C 1	Evaluation of Kindergartens according to the National Criteria Framework . . . . .	79
Table C 2	Evaluation of Basic Schools according to the National Criteria Framework . . . . .	80
Table C 3a	Evaluation of Secondary General Schools according to the National Criteria Framework . . . . .	81
Table C 3b	Evaluation of Secondary Technical Schools and Tertiary Professional Schools according to the National Criteria Framework . . . . .	82
Table C 4	Evaluation of Compliance of SEP with FEP PE in Kindergartens . . . . .	83
Table C 5	Evaluation of Compliance of SEP with FEP BE in Basic Schools . . . . .	84
Table C 6	Evaluation of Compliance of SEP with FEP SGS – eight-year SGS – Lower-Secondary Level . . . . .	86
Table C 7	Comparison of Economic Conditions and Prerequisites of Schools from 2006 to 2008 . . . . .	88
Table C 8	Selected Indicators of Development of Staffing Conditions in Kindergartens, Basic and Secondary Schools between 2005/2006 and 2008/2009 . . . . .	88
Table C 9	Participation of the CSI in Selection Interviews Aimed at Selection of New Head Teachers . . . . .	89
Table C 10	Qualifications Description of Teachers of Monitored Lessons . . . . .	90
Table C 11	Qualifications Description of Teachers of Monitored English Lessons . . . . .	91
Table C 12	Instruction of the English Language in Visited Basic Schools . . . . .	92
Table C 13	Instruction of the English Language in Visited Secondary Schools . . . . .	93
Table C 14	Using Forms and Methods of Education in Visited Kindergartens . . . . .	94
Table C 15	Using Forms and Methods of Education in Basic and Secondary Schools . . . . .	95
Table C 16	Analysis of Complaints and Indications/Suggestions . . . . .	96
Table C 17a	Results of Public - Legal Audits – Comparison of the Number and Results of Checks in Kindergartens with the Whole Checked Set of Schools . . . . .	97
Table C 17b	Results of Public- Legal Audits – Comparison of the Number and Results of Checks in Merged Kindergartens and Basic Schools with the Whole Checked Set of Schools . . . . .	97
Table C 17c	Results of Public-Legal Audits – Comparison of the Number and Results of Checks in Basic Schools with the Whole Checked Set of Schools . . . . .	98
Table C 17d	Results of Public-Legal Audits – Comparison of the Number and Results of Checks in Secondary Schools with the Whole Checked Set of Schools . . . . .	98
Table C 17e	Results of Public-Legal Audits – Comparison of the Number and Results of Checks in Secondary General Schools with the Whole Checked Set of Schools . . . . .	99

Table C 18	National Development Projects (DP) .....	100
Table C 19	School Climate – Opinions of Head Teachers and Teachers of Visited Schools ..	101
Tables C 20a–d	Overview of Errors Made by Schools – Setting of Deadlines .....	102
Table C 20a	The Education Act .....	102
Table C 20b	Public-Legal Audits .....	102
Table C 20c	Provision of Meals .....	102
Table C 20d	Occupation Health and Safety (OHS) .....	103

Table C 1

Evaluation of Kindergartens according to the National Criteria Framework

Criteria Framework – kindergartens – in total 630 evaluated schools		Frequency of achieved evaluation level (%)			
		1	2	3	4
A: Equal opportunities for education	Equal access to enrolment in education	0.2	1.6	48.6	49.7
	Considering educational needs of the individual	0.0	6.3	57.3	36.4
	School consultancy services	0.2	7.8	69.4	22.7
B: School/school facility management	School Education Programme /content of education	1.7	17.2	57.9	23.1
	Strategy and planning	1.4	13.1	60.3	25.2
	School / school facility head teacher	1.4	8.6	59.9	30.1
C: Prerequisites for due activities of a school / school facility	Staffing conditions	0.5	16.3	59.7	23.6
	Safe environment for education	1.3	5.4	59.7	33.7
	Material and financial conditions	0.2	7.4	73.9	18.5
D: Course of education	Organisation of education	0.3	11.8	68.2	19.7
	Support provided by teachers for development of personality of children	0.0	8.6	63.9	27.6
	Manifestations (indications) of co-participation, co-operation and activities of children in the course of education	0.2	7.9	69.8	22.1
	Evaluation of children in the course of education	0.2	11.7	69.5	18.6
E: Partnership	Development of partnerships entered into by a school / school facility	0.3	4.6	66.0	29.1
F: Achievement of levels of key competencies by means of the content of education	Enhancing functional literacy of children (knowledge, skills, attitudes)	0.2	6.5	72.2	21.1
G: Results achieved by children at the level of the school	Success rate of children	0.0	2.1	79.7	18.2

Table C 2

## Evaluation of Basic Schools according to the National Criteria Framework

Criteria Framework – basic schools – in total 776 evaluated schools		Frequency of achieved evaluation level (%)			
		1	2	3	4
A: Equal opportunities for education	Equal access to enrolment in education	0.1	1.4	55.3	43.1
	Considering educational needs of the individual	0.4	6.8	60.8	32.0
	School consultancy services	0.4	4.9	68.3	26.4
B: School/school facility management	School Education Programme /content of education	2.1	18.3	63.7	16.0
	Strategy and planning	0.6	9.9	61.9	27.5
	School / school facility head teacher	0.5	8.6	59.8	31.1
C: Prerequisites for due activities of a school / school facility	Staffing conditions	0.9	8.5	74.4	16.2
	Safe environment for education	0.3	4.5	65.1	30.2
	Material and financial conditions	0.1	5.9	76.6	17.3
D: Course of education	Organisation of education	0.5	4.9	73.2	21.4
	Support provided by teachers for development of personality of children	0.1	4.8	70.0	25.1
	Evidence of co-participation, co-operation and activities of children in the course of education	0.1	3.7	80.6	15.6
	Evaluation of children in the course of education	0.1	10.6	74.0	15.3
E: Partnership	Development of partnerships entered into by a school / school facility	0.4	2.3	55.0	42.2
F: Achievement of levels of key competencies by means of the content of education	Enhancing functional literacy of children (knowledge, skills, attitudes)	0.1	4.0	81.6	14.3
G: Results achieved by children at the level of the school	Success rate of children	0.0	3.3	81.0	15.7



Table C 3a

Evaluation of Secondary General Schools according to the National Criteria Framework

Criteria Framework – secondary general schools – in total 101 evaluated schools		Frequency of achieved evaluation level (%)			
		1	2	3	4
A: Equal opportunities for education	Equal access to enrolment in education	0.0	3.0	67.3	29.7
	Considering educational needs of the individual	0.0	7.9	64.4	27.7
	School consultancy services	0.0	8.9	58.4	32.7
B: School/school facility management	School Education Programme /content of education	1.0	12.9	61.4	24.8
	Strategy and planning	1.0	9.9	56.4	32.7
	School / school facility head teacher	0.0	13.0	54.0	33.0
C: Prerequisites for due activities of a school / school facility	Staffing conditions	0.0	4.0	64.4	31.7
	Safe environment for education	0.0	7.9	64.4	27.7
	Material and financial conditions	0.0	11.0	72.0	17.0
D: Course of education	Organisation of education	0.0	5.9	70.3	23.8
	Support provided by teachers for development of personality of children	0.0	1.0	80.2	18.8
	Evidence of co-participation, co-operation and activities of children in the course of education	0.0	6.9	79.2	13.9
	Evaluation of children in the course of education	1.0	19.8	74.3	5.0
E: Partnership	Development of partnerships entered into by a school / school facility	0.0	5.9	51.5	42.6
F: Achievement of key competencies by means of the content of education	Enhancing functional literacy of children (knowledge, skills, attitudes)	0.0	4.0	76.2	19.8
G: Results achieved by children at the level of the school	Success rate of children	0.0	2.0	73.0	25.0

Table C 3b

## Evaluation of Secondary Technical Schools and Tertiary Professional Schools according to the National Criteria Framework

Criteria Framework – secondary technical schools and tertiary professional schools – 284		Frequency of evaluation (%)			
		1	2	3	4
A: Equal opportunities for education	Equal access to enrolment in education	0.4	1.8	64.4	33.5
	Considering educational needs of the individual	0.4	6.0	68.0	25.7
	School consultancy services	0.0	8.1	61.1	30.7
B: School/school facility management	School Education Programme /content of education	1.4	7.5	68.0	23.1
	Strategy and planning	1.1	8.8	60.2	29.9
	School / school facility head teacher	0.7	8.5	60.1	30.7
C: Prerequisites for due activities of a school / school facility	Staffing conditions	1.4	9.2	68.7	20.8
	Safe environment for education	0.0	4.9	71.8	23.2
	Material and financial conditions	0.4	7.4	72.0	20.2
D: Course of education	Organisation of education	1.4	4.9	75.7	18.0
	Support provided by teachers for development of personality of children	0.0	6.7	76.1	17.3
	Manifestations of co-participation, co-operation and activities of children in the course of education	1.4	14.1	77.4	7.1
	Evaluation of children in the course of education	1.1	18.0	76.8	4.2
E: Partnership	Development of partnerships entered into by a school / school facility	0.0	5.6	58.5	35.9
F: Achievement of key competencies by means of the content of education	Enhancing functional literacy of children (knowledge, skills, attitudes)	0.4	7.0	82.0	10.6
G: Results achieved by children at the level of the school	Success rate of children	0.4	7.1	76.6	16.0

Table C 4

Evaluation of Compliance of SEP with FEP PE in Kindergartens

Compliance of SEP with FEP PE – 1,092 kindergartens		Frequency compliance degree (%)		
		none	partly	fully
Data on SEP Identification data	Name of SEP included	3.4		96.6
	Document valid from – the date specified	13.8		86.2
	Reference number – assigned /included	77.8		22.2
	<b>Total evaluation of criterion 1</b>	<b>7.0</b>	<b>26.2</b>	<b>66.8</b>
General description of the school in SEP	Size of school, number of classes	2.3	6.6	91.1
	Building description, school neighbourhood	3.5	13.9	82.6
	<b>Total evaluation of criterion 2</b>	<b>3.6</b>	<b>16.5</b>	<b>79.9</b>
Conditions for education	Factual conditions	5.9	19.7	74.4
	Complete way of living and eating (lifestyle and nutrition)	6.6	19.3	74.1
	Psychological and social conditions	7.6	18.5	73.9
	Organisation of school operations	8.1	27.1	64.8
	Kindergarten management	26.4	23.4	50.3
	Staffing	7.9	28.8	63.3
	Co-participation of parents	7.3	19.6	73.1
	<b>Total evaluation of criterion 3</b>	<b>5.6</b>	<b>53.8</b>	<b>40.6</b>
Organisation of education	Internal organisation of the school and of individual classes	7.9	21.6	70.5
	Description of individual classes	15.2	27.3	57.5
	<b>Total evaluation of criterion 4</b>	<b>13.2</b>	<b>32.4</b>	<b>54.4</b>
Description of the education programme	Education aims and objectives, school's philosophy	1.4	12.8	85.8
	Forms and methods of teaching, means for meeting aims	9.0	27.2	63.8
	<b>Total evaluation of criterion 5</b>	<b>6.4</b>	<b>32.7</b>	<b>60.9</b>
Content of educations	It is drawn up in the form of comprehensive parts (integrated blocks)	13.7	25.2	61.1
	IB (projects) include areas of education	10.7	19.7	69.6
	IB (projects) encompass a description of main meaning	23.1	20.9	56.0
	IB (projects) encompass areas of activities and expected outputs	20.4	34.2	45.3
	IB (projects) provide children with enough interesting and diversified opportunities and impetus for education	11.5	22.9	65.5
	IB content corresponds to the age, development level and experiences of children; is based on their needs and facts they understand	8.5	19.1	72.4
	Content of IB clearly shows how the school will further work with it	24.4	27.6	48.1
	<b>Total evaluation of criterion 6</b>	<b>10.8</b>	<b>54.6</b>	<b>34.6</b>
Evaluation system	Description shows that the system is comprehensive	15.7	31.9	52.4
	Evaluation is set as an ongoing process leading to better quality	10.3	26.9	62.8
	Areas are clearly specified	10.0	28.6	61.4
	Evaluation techniques are specified	16.2	27.6	56.1
	Schedule is included	20.2	28.0	51.8
	Responsibilities of all stakeholders are specified	23.8	25.9	50.3
	Monitoring of education progress of children is included	9.3	13.4	77.3
	<b>Total evaluation of criterion 7</b>	<b>10.7</b>	<b>50.6</b>	<b>38.7</b>
<b>Total evaluation of compliance between SEP and FEP PE</b>		<b>17.2</b>	<b>60.2</b>	<b>22.6</b>

**Table C 5**
**Evaluation of Compliance of SEP with FEP BE in Basic Schools**

<b>Compliance of SEP with FEP BE – 1,292 basic schools</b>		<b>Frequency of compliance degree (%)</b>		
		<b>none</b>	<b>partly</b>	<b>fully</b>
Data on SEP Identification data	Document valid from – the date specified/not specified	3.9		96.1
	Reference number – assigned /included	75.8		24.2
	<b>Total evaluation of criterion 1</b>	<b>2.3</b>	<b>14.4</b>	<b>83.3</b>
Description of the school in SEP	Completeness and size of the school	0.7	6.9	92.4
	School equipment	1.5	10.7	87.8
	Description of pedagogical staff	3.5	12.1	84.4
	Long-term projects and international cooperation	16.9	23.2	59.8
	Cooperation with parents and cooperation with other entities	3.0	12.6	84.4
	<b>Total evaluation of criterion 2</b>	<b>1.1</b>	<b>45.0</b>	<b>53.9</b>
Description of SEP	Focus of the school	3.2	0.0	96.8
	Education and training strategies	3.2	8.7	88.1
	Safeguarding instruction of pupils with SEN	7.0	36.6	56.4
	Safeguarding instruction of disadvantaged pupils	17.8	0.0	82.2
	Safeguarding instruction of physically /mentally impaired pupils	32.5	0.0	67.5
	Safeguarding instruction of socially disadvantaged pupils	46.4	0.0	53.6
	Safeguarding instruction of exceptionally gifted pupils	9.2	9.1	81.7
	Cross-cutting topics	5.1	14.8	80.1
	<b>Total evaluation of criterion 3</b>	<b>5.8</b>	<b>53.2</b>	<b>41.0</b>
Curricula	Compliance of time allotment with framework curricula for the primary level of BSs	6.6	15.7	77.7
	Compliance of time allotment with framework curricula for the lower secondary level of BSs	5.5	18.5	75.9
	Notes to curricula	18.6	20.3	61.1
	<b>Total evaluation of criterion 4</b>	<b>10.9</b>	<b>35.9</b>	<b>53.2</b>
Syllabus	Names and description of subjects	2.0	25.4	72.6
	Content, time and organisational description	1.9	24.9	73.2
	Education and training strategies	5.7	19.1	75.3
	Educational content of subjects	1.6	27.2	71.2
	Compliance of expected outputs of SEP with the FEP BE	2.1	19.9	78.0
	Detailed development of the content of individual subjects on the basis of the FEP BE	1.6	19.3	79.1
	Cross-cutting topics – detailed specification of topics and activities	7.8	29.2	62.9
	<b>Total evaluation of criterion 5</b>	<b>2.8</b>	<b>49.9</b>	<b>47.3</b>
Principles of pupils' evaluation	Methods of pupils' evaluations	7.0	14.3	78.7
	Evaluating criteria	14.3	15.3	70.3
	Principles of pupils' evaluations are part of the SEP and are in compliance with FEP	11.7	22.6	65.7
	<b>Total evaluation of criterion 6</b>	<b>10.3</b>	<b>31.2</b>	<b>58.5</b>
School self-evaluation	Self-evaluation areas	8.2	7.9	83.8
	Self-evaluation objectives	15.5	15.8	68.7
	Self-evaluation criteria	22.9	15.7	61.4
	Self-evaluation tools	10.1	9.9	80.0
	Self-evaluation schedule	19.1	13.2	67.7
	<b>Total evaluation of criterion 7</b>	<b>12.3</b>	<b>35.7</b>	<b>52.0</b>

Compliance of SEP with FEP BE – 1,292 basic schools		Frequency of compliance degree (%)		
		none	partly	fully
Available time allotment	Available time allotment in SEP BE conforms to FEP BE	29.3		70.7
	Curricula clearly indicate use of available time allotment	21.0		79.0
	Use of available time allotment corresponds with the focus of the school	9.4		90.6
<b>Total evaluation of compliance between SEP and FEP BE</b>		<b>17.9</b>	<b>59.6</b>	<b>22.5</b>

Table C 6

## Evaluation of Compliance of SEP with FEP SGS – Eight-Year SGS – Lower-Secondary Level

Compliance of SEP with FEP SGS – 122 eight-year secondary general schools; lower-secondary level		Frequency of compliance degree (%)		
		none	partly	fully
Data on SEP Identification data	Document valid from – the date specified/not specified	1.6		98.4
	Reference number – assigned /included	80.3		19.7
	<b>Total evaluation of criterion 1</b>	<b>4.9</b>	<b>27.9</b>	<b>67.2</b>
Description of the school in SEP	Completeness and size of the school	1.6	10.7	87.7
	School equipment	0.8	17.2	82.0
	Description of pedagogical staff	1.6	12.3	86.1
	Long-term projects and international cooperation	4.1	11.5	84.4
	Cooperation with parents and cooperation with other entities	1.6	9.0	89.3
	<b>Total evaluation of criterion 2</b>	<b>0.8</b>	<b>37.7</b>	<b>61.5</b>
Description of SEP	Focus of the school	0.8		99.2
	Education and training strategies	2.5	4.9	92.6
	Safeguarding instruction of pupils with SEN	7.4	42.6	50.0
	Safeguarding instruction of disadvantaged pupils	23.9		76.1
	Safeguarding instruction of physically /mentally impaired pupils	26.3		73.7
	Safeguarding instruction of socially disadvantaged pupils	54.2		45.8
	Safeguarding instruction of exceptionally gifted pupils	5.7	11.5	82.8
	Cross-cutting topics	0.8	12.3	86.9
	School-leaver profile	5.7		94.3
	Organisation of enrolment proceedings	4.9	5.7	89.3
	Organisation of the school-leaving examination	25.4	4.9	69.7
	<b>Total evaluation of criterion 3</b>	<b>2.5</b>	<b>67.2</b>	<b>30.3</b>
	Compliance of time allotment with framework curricula for the primary level of BSs	9.0	12.3	78.7
	Notes to curricula	7.4	21.3	71.3
	<b>Total evaluation of criterion 4</b>	<b>8.2</b>	<b>29.5</b>	<b>62.3</b>
Syllabus	Names and description of subjects	0.0	23.1	76.9
	Content, time and organisational description	0.0	20.5	79.5
	Education and training strategies	0.0	16.4	83.6
	Educational content of subjects	0.0	24.6	75.4
	Compliance of expected outputs of SEP with the FEP BE	1.6	16.4	82.0
	Detailed development of the content of individual subjects on the basis of the FEP BE	0.0	16.4	83.6
	Cross-cutting topics – detailed specification of topics and activities	8.2	18.9	73.0
	<b>Total evaluation of criterion 5</b>	<b>0.0</b>	<b>45.1</b>	<b>54.9</b>
Principles of pupils' evaluation	Methods of pupils' evaluations	1.7	11.6	86.8
	Evaluating criteria	4.9	11.5	83.6
	Principles of pupils' evaluations are part of the SEP and are in compliance with FEP	4.9	25.4	69.7
	<b>Total evaluation of criterion 6</b>	<b>1.6</b>	<b>32.8</b>	<b>65.6</b>
School self-evaluation	Self-evaluation areas	1.6	5.7	92.6
	Self-evaluation objectives	5.7	9.8	84.4
	Self-evaluation criteria	13.9	8.2	77.9
	Self-evaluation tools	4.1	7.4	88.5
	Self-evaluation schedule	13.1	6.6	80.3
	<b>Total evaluation of criterion 7</b>	<b>5.7</b>	<b>26.3</b>	<b>68.0</b>

Compliance of SEP with FEP SGS – 122 eight-year secondary general schools; lower-secondary level		Frequency of compliance degree (%)		
		none	partly	fully
Available time allotment	Available time allotment in SEP BE conforms to FEP BE	21.4		78.6
	Curricula clearly indicate use of available time allotment	28.6		71.4
	Use of available time allotment answers the school's focus	2.4		97.6
<b>Total evaluation of compliance between SEP and FEP SGS- lower secondary level</b>		<b>7.5</b>	<b>68.3</b>	<b>24.2</b>

Table C 7

## Comparison of Economic Conditions and Prerequisites of Schools from 2006 to 2008

Monitored indicators	Kindergartens – 632			Basic schools – 785			Secondary schools – 425		
	2006	2008	index 2008:2006	2006	2008	index 2008:2006	2006	2008	index 2008:2006
Total NIE	1,932,059,453	2,190,874,803	1.133	9,314,732,953	9,841,911,074	1.056	7,017,761,093	7,414,482,810	1.056
NIE per child	63,870	68,893	1.078	49,307	56,478	1.145	65,901	59,373	0.901
Expenditures from the state budget	1,331,349,038	1,482,323,518	1.113	7,136,389,468	7,446,063,097	1.043	5,209,897,643	5,619,039,248	1.078
NIE from the state budget per child	44,012	46,612	1.059	37,741	42,838	1.135	48,924	44,996	0.919
Salaries and remuneration of teachers	731,052,529	830,152,607	1.135	4,415,754,000	4,733,610,967	1.072	2,968,574,919	3,273,415,898	1.102
Average salary per teacher	18,748	20,368	1.086	21,972	23,761	1.081	22,969	29,306	1.275
Of which: fixed rate	14,627	15,609	1.067	16,652	18,858	1.132	14,891	20,139	1.352
Sliding component	2,990	4,175	1.396	3,385	4,735	1.398	5,421	6,721	1.239
Overtime	66	108	1.636	405	432	1.066	598	809	1.352
FEPS per teacher	983	868	0.883	1,319	916	0.694	1,028	776	0.754

Table C 8

## Selected Indicators of Development of Staffing Conditions in Kindergartens, Basic and Secondary Schools between 2005/2006 and 2008/2009

Monitored indicator	2005/2006			2006/2007			2007/2008			2008/2009		
	KG	BS	SS	KG	BS	SS	KG	BS	SS	KG	BS	SS
Number of selection interviews aimed at selection of head teachers*/	162	250	53	175	256	46	132	229	51	169	215	57
Head teacher satisfies qualification prerequisites (%)	89.7	94.1	83.0	92.9	94.9	91.3	95.2	99.1	99.8	95.0	97.1	98.9
Number of teachers (PP)	2,406	15,534	10,891	2,487	15,866	11,056	2,618	16,478	12,205	3,787	15,169	9,097
Of whom female teachers (%)	99.9	83.1	60.5	99.5	82.9	60.2	98.7	82.9	60.7	99.1	82.2	60.3
Average age of teachers	43.5	42.5	44.4	43.8	42.5	44.4	44.2	42.7	44.6	44.1	42.1	43.9
Share of qualified teachers (%)	92.6	82.8	81.0	91.0	82.9	82.6	90.5	82.9	81.9	91.5	86.2	84.1
Share of teachers – specialists (%)	6.7	9.0	5.7	7.2	10.0	6.3	5.5	10.7	7.3	4.3	32.3	21.1
Share of teachers having taught less than 3 years (%)	3.4	3.1	3.9	3.3	3.3	3.2	6.9	6.2	7.1	10.6	9.0	10.9
Share of teachers having taught 35 years and more (%)	not examined	not examined	not examined	not examined	not examined	not examined	7.0	6.2	6.8	9.2	7.0	7.1

\*/ The data cover the whole Czech Republic. For more detailed information on the situation in regions see Table 9. Other indicators cover only schools visited which were subjects of institutional evaluations in the given year.



Table C 9

Participation of the CSI in Selection Interviews Aimed at Selection of New Head Teachers

Type of school/school facility	School year	CZ	Participation in individual inspectorates													
			A	S	P	K	U	C	L	H	E	J	B	M	T	Z
Kindergartens	2006/07	175	14	23	7	4	13	10	4	14	10	7	29	16	11	13
	2007/08	132	11	19	6	7	18	5	4	5	5	6	15	5	8	18
	2008/09	169	10	29	16	1	15	2	7	9	22	3	23	10	10	12
Basic schools	2006/07	261	22	44	12	10	12	16	16	12	16	14	18	21	30	18
	2007/08	229	18	32	6	7	21	12	9	20	8	20	25	22	16	13
	2008/09	215	12	31	13	5	24	13	9	13	5	17	22	16	20	15
Secondary schools	2006/07	46	1	7	3	4	4	3	2	–	9	1	5	3	2	2
	2007/08	51	5	4	–	1	5	7	3	–	1	5	3	8	6	3
	2008/09	57	6	1	3	4	4	–	6	3	5	3	8	4	6	4
Tertiary professional schools	2006/07	4	–	–	–	–	1	–	–	1	–	1	1	–	–	–
	2007/08	9	2	1	1	–	–	1	1	2	–	–	1	–	–	–
	2008/09	3	–	–	–	–	1	–	–	–	–	1	1	–	–	–
Basic artistic schools	2006/07	27	–	4	3	1	–	1	1	1	1	4	4	2	1	4
	2007/08	10	1	–	–	–	1	1	1	–	1	2	2	–	1	–
	2008/09	15	2	3	–	1	–	1	–	–	2	2	2	–	2	–
School facilities	2006/07	32	2	5	1	2	–	2	1	1	–	2	6	2	4	4
	2007/08	31	1	3	3	2	5	1	3	2	–	2	2	1	4	2
	2008/09	33	3	–	2	–	7	2	3	2	6	1	3	1	3	–
<b>Total</b>	<b>2006/07</b>	<b>545</b>	<b>39</b>	<b>83</b>	<b>26</b>	<b>21</b>	<b>30</b>	<b>32</b>	<b>24</b>	<b>29</b>	<b>36</b>	<b>29</b>	<b>63</b>	<b>44</b>	<b>48</b>	<b>41</b>
	<b>2007/08</b>	<b>462</b>	<b>38</b>	<b>59</b>	<b>16</b>	<b>17</b>	<b>50</b>	<b>27</b>	<b>21</b>	<b>29</b>	<b>15</b>	<b>35</b>	<b>48</b>	<b>36</b>	<b>35</b>	<b>36</b>
	<b>2008/09</b>	<b>492</b>	<b>33</b>	<b>64</b>	<b>34</b>	<b>11</b>	<b>51</b>	<b>18</b>	<b>25</b>	<b>27</b>	<b>40</b>	<b>27</b>	<b>59</b>	<b>31</b>	<b>41</b>	<b>31</b>

Key:

A – Prague inspectorate

K – Karlovy Vary inspectorate

L – Liberec inspectorate

J – Vysocina Region inspectorate

T – Moravian-Silesian inspectorate

S – Central Bohemian inspectorate

U – Usti inspectorate

H – Hradec Kralove inspectorate

B – South Moravian inspectorate

Z – Zlin inspectorate

P – Pilsen inspectorate

C – South Bohemian inspectorate

E – Pardubice inspectorate

M – Olomouc inspectorate

CZ – Czech Republic

Table C 10

## Qualifications Description of Teachers of Monitored Lessons

Indicator	Basic school		Secondary general school		Secondary school	
	Elementary level – 3,223	Lower sec. level 3,269	Lower sec. level 372	Upper sec. level 805	STS 1,177	SVS + Lyc 467
<b>Pedagogical practice of monitored teachers – total</b>						
Average (number of years)	17.8	18.4	16.5	17.7	16.3	17.4
Beginners – less than 3 year (%)	10.3	11.1	14.0	11.4	13.5	10.6
35 and more years (%)	3.5	6.8	10.0	7.3	6.3	6.1
<b>Average length of practice of monitored teachers teaching a given subject (number of years)</b>						
Czech language	16.6	18.7	17.3	19.4	16.7	14.3
Mathematics	17.2	17.7	17.4	19.3	19.2	19.5
Natural sciences	15.0	15.3	16.2	16.3	14.7	14.9
Social sciences	12.6	14.3	13.9	14.7	12.4	9.7
<b>Language knowledge of teachers – knowledge of at least one foreign language (as %)</b>						
Active knowledge	54.6	50.1	67.3	65.4	53.2	43.6
Passive knowledge	42.5	47.5	32.4	33.5	45.6	52.3
Teacher does not know any foreign language	2.9	2.5	0.3	1.1	1.2	4.1
<b>Acquired level of ICT literacy of monitored teachers</b>						
Without special education	4.4	3.8	5.1	6.1	4.2	4.2
Basic module(P0)	35.9	28.5	30.9	27.0	27.9	28.5
Extensive FEPS (state inf. pol. in educ.)	58.0	63.3	60.0	63.4	63.8	59.9
ICT coordinator	1.6	4.4	4.0	3.6	4.1	7.4
<b>Qualified teaching in monitored subject</b>						
Czech language	84.7	87.7	95.7	99.1	92.0	76.3
Mathematics	85.9	88.7	98.2	97.5	92.7	86.0
Natural sciences	81.6	88.3	99.2	95.9	94.5	94.1
Social sciences	60.8	87.3	100.0	97.4	89.9	75.0
<b>Average number of pupils enrolled/present in lessons taught by monitored teachers</b>						
Czech language	16.7/14.8	19.6/17.0	26.5/23.8	26.1/22.7	25.4/21.5	21.3/17.3
Mathematics	16.3/14.5	19.8/17.3	25.7/23.3	26.2/23.0	25.4/21.2	21.8/17.7
Natural sciences	17.6/15.6	20.1/18.1	27.1/24.6	27.8/24.2	25.7/21.5	21.9/18.0
Social sciences	15.1/13.3	20.4/17.9	25.5/22.0	26.5/23.1	27.4/23.0	21.3/16.7

Table C 11

## Qualifications Description of Teachers of Monitored English Lessons

Indicator	Basic school – 203	SGS 141	STS + SVS – 156
<b>Overall pedagogical practice</b>			
Average (number of years)	16.0	17.1	13.5
Beginners – less than 3 year (%)	12.4	6.6	15.2
35 and more years (%)	6.9	4.5	–
<b>Length of practice of teaching the English language</b>			
Average (number of years)	8.8	16.0	11.5
Beginners – less than 3 year (%)	29.0	9.0	17.5
35 and more years (%)	0.5	4.5	–
<b>Knowledge of another foreign language (as %)</b>			
Active knowledge	45.0	51.1	51.4
Passive knowledge	45.5	39.8	48.9
Teacher does not know any other foreign language	9.5	9.1	6.7
<b>Acquired level of ICT literacy</b>			
Without special education	2.4	33.3	46.6
Basic module (P0)	31.6	66.7	51.2
Extensive FEPS (state information policy in education)	65.2	–	2.2
ICT coordinator	0.8	–	–
<b>Special qualifications acquired by teachers</b>			
Sec.7 (1) (a), (b), (c), (d) of Act No. 563/2004 Coll.	13.6	1.2	0.0
Sec. 8 (1) (f) of Act No. 563/2004 Coll.	8.4	7.0	4.4
Sec. 9 (1) (e) of Act No. 563/2004 Coll.	0.8	4.6	4.4
Qualified – higher education graduate	50.0	81.4	55.6
Unqualified – higher education graduate	8.7	2.3	17.8
Unqualified – without higher education	16.3	1.2	17.8
Native speaker	2.2	2.3	–
<b>Average number of pupils in lessons taught by monitored teachers</b>			
Enrolled	15.7	14.5	14.9
Present	13.6	12.2	11.3

Table C 12

## Instruction of the English Language in Visited Basic Schools

Monitored indicator	2006/2007 – 179	2008/2009 – 203
<b>Teachers</b>		
Number of English teachers	718	464
– of whom unqualified	19.4	19.8
– native speakers	7.0	2.2
<b>Teachers who completed FEPS</b>		
– unqualified teachers – those who completed FEPS	8.9	20.5
– MEJA/Gate to Languages	10.7	11.1
<b>English language instruction management</b>		
Functional activities of bodies providing guidance	93.7	83.8
Manners of finding whether instruction links up well	91.6	80.9
– enrolment tests + entrance tests	40.3	59.3
Ensuring that instruction links up well	90.1	90.7
– establish groups according to the level of knowledge	21.2	20.4
Teaching other subjects in a foreign language	0.6	14.2
Work with self-evaluation pertaining to foreign language teaching	94.3	92.9
Adopted measures are being implemented	93.0	91.5
<b>Pupils</b>		
Total number of pupils	52,589	29,281
– English as the first compulsory foreign language	82.2	86.1
– English as the second compulsory foreign language	0.9	2.5
– in lessons of extended instruction of the English language	9.0	13.6
– in optional lessons of English AJ	4.1	9.1
– in English clubs	4.8	4.6
<b>Motivation activities of pupils</b>		
– during their school attendance pupils passed certified examination in English – 1 <sup>st</sup> level	0.6	0.3
– during their school attendance pupils passed certified examination in English – 2 <sup>nd</sup> level	0.5	0.01
– during their school attendance pupils passed certified examination in English – 3 <sup>rd</sup> level	0.3	
– pupils travelled abroad – school trips aimed at getting to know new things	30.0	6.3
– pupils travelled abroad – student exchanges	4.6	1.9

Note:

The numeral data are stated as absolute figures, others as a percentage proportion of the relevant basis.

Table C 13

Instruction of the English Language in Visited Secondary Schools

Monitored indicator	SGS – 283		STS, SVS – 321	
	2006/2007	2008/2009	2006/2007	2008/2009
<b>Teachers</b>				
Number of English teachers	116	86	69	46
– of whom unqualified	14.1	3.5	18.2	35.6
– native speakers	2.6	2.3	–	–
<b>Teachers who completed FEPS</b>				
– unqualified teachers – those who completed FEPS	10.5	2.5	12.4	18.2
– MEJA/Gate to Languages	3.5	2.3	5.6	8.9
<b>English language instruction management</b>				
Functional activities of bodies providing guidance	92.1	78.8	82.5	76.2
Manners of finding whether instruction links up well	95.3	88.0	90.4	81.0
– enrolment tests + entrance tests	22.8	60.0	18.3	14.3
Ensuring that instruction links up well	88.4	88.0	87.1	85.7
– establish groups according to the level of knowledge	81.4	76.0	28.8	61.9
Number of schools teaching other subjects in a foreign language	2	3	–	1
Increase of time allotment	91.2	96.0	–	76.2
Work with self-evaluation pertaining to foreign language teaching	54.2	63.6	87.6	75.0
Adopted measures are being implemented	78.3	80.9	90.3	73.7
<b>Students</b>				
Total number of students	19,436	14,448	24,122	5,355
– English as the first compulsory foreign language	81.2	64.5	88.8	71.5
– English as the second compulsory foreign language	18.4	15.6	11.2	14.6
– in lessons of extended instruction of the English language	2.3	16.5	1.9	11.1
– in optional lessons of English AJ	0.12	3.0	0.8	1.9
– in English clubs	0.08	0.3	0.3	0.9
<b>Motivation activities of students</b>				
– during their school attendance pupils passed certified examination in English – 1 <sup>st</sup> level	0.1	0.2	0.5	–
– during their school attendance pupils passed certified examination in English – 2 <sup>nd</sup> level	–	1.6	0.2	1.2
– during their school attendance pupils passed certified examination in English – 3 <sup>rd</sup> level	–	–	0.02	–
– students travelled abroad – school trips aimed at getting to know new things	8.9	12.4	18.7	24.5
– students travelled abroad – student exchanges	2.1	4.0	2.9	0.9

Note:

The numeral data are stated as absolute figures, others as a percentage proportion of the relevant basis

**Table C 14**
**Using Forms and Methods of Education in Visited Kindergartens**

Monitored indicators in kindergartens (1,798 analysed observations)		Frequency of achieved evaluation level (%)			
		1	2	3	4
Course of education	Stimulating environment with regard to areas of education	0.4	7.4	57.8	34.4
	Differentiated, varied and stimulating provision of education taking into account individual needs of children	1.1	17.2	52.7	29.0
	Use of methods with respect to specified objectives and activation of children (experience –based and cooperation- based learning, learning through playing and carrying out activities)	1.1	19.2	51.6	28.1
	Integrated education, logical and thematic consistency	0.7	11.9	55.8	31.6
	Links made between monitored activities and real environment; building on experience of children	0.2	8.5	56.3	35.0
	Efficient use of time	0.7	11.7	60.3	27.4
	Internal motivation of children (interests, stimuli, own choice of children)	0.6	15.3	53.3	30.8
	Respect for development and individual needs of children	0.8	12.7	54.3	32.2
	Conditions for children with SEN and talented children	0.6	6.7	58.7	34.0
	Using immediate feedback, positive use of an error	1.1	19.3	59.7	19.9
	Evaluation leads to improving personal results of children	0.6	9.5	64.5	25.4
	Support of self-evaluation and self-reflection	1.8	30.0	52.9	15.3
	Child and his/her body	Development of motor skills	0.7	8.6	62.3
Development of manual skills		0.2	3.6	60.5	35.7
Support of healthy life-style (drinking regime, variety of food, physical exercising, relaxing and rest)		0.2	7.3	62.2	30.2
Activities relating to protection of health		0.3	4.6	67.9	27.1
Child and his/her psychology	Development of speech activities and language receptive skills	0.1	8.1	63.6	28.2
	Support skills preceding reading, writing and arithmetic	0.4	9.1	65.5	24.9
	Development of sensual perception	0.2	6.4	65.5	27.9
	Development of positive feelings in relation to "myself"	0.2	6.3	62.3	31.3
	Development and cultivation of perception, feeling and experiencing	0.3	6.5	64.6	28.6
	Development and cultivation of aesthetic perception, feeling and experiencing	0.4	7.5	66.6	25.5
Child and another person	Development of pro-social behaviour	0.3	5.8	58.9	35.0
	Development of mutual relations	0.4	5.2	57.8	36.6
	Space for managed communication	0.2	5.4	56.7	37.6
	Opportunities for cooperation	0.3	12.1	58.4	29.2
	Opportunities for verbal and non-verbal partner communication (child – child, child – teacher)	0.5	6.6	57.6	35.3
Child and society	Respect for coexistence rules in a class	1.4	8.8	56.5	33.3
	Development of basic social habits and skills	0.3	5.1	65.1	29.6
	Opportunities for recognising and taking social roles and attitudes	0.2	9.6	71.3	18.9
	Opportunities for becoming familiar with culture	0.3	7.4	73.6	18.6
	Development of child creativity, sensitivity and taste	0.6	10.3	65.7	23.4
Child and the world	Opportunities for experimenting, manipulating and intentional watching	1.2	16.3	55.2	27.3
	Support for acquiring knowledge about environs	0.3	4.9	64.2	30.6
	Care for nearby environment	0.2	3.0	70.5	26.3

## Using Forms and Methods of Education in Basic and Secondary Schools

Organisation, forms and methods of education	Basic education				Secondary education			
	BS elem. level	BS lower sec. level	SGS – 8years lower sec. level	SGs 4- and SGS 6- and 8- years upper sec. level.	STS	SVS	Lyceum	Special SS
	3,223x/	3,269	372	805	1,177	379	68	88
<b>Forms used in teaching</b>	<b>Frequency of use of selected forms of teaching (% of all observed lessons)</b>							
– frontal teaching	85.7	88.0	90.0	89.8	87.9	86.1	88.2	68.2
– individualised teaching (work with individuality of pupils in classes)	62.4	50.8	43.9	41.8	40.6	49.3	37.9	78.4
– differentiated teaching (groups according to the level of pupils)	37.0	25.0	16.3	16.8	14.1	20.1	14.7	35.2
– cooperative teaching (implemented in groups)	63.4	51.9	42.1	32.6	29.5	28.6	30.9	33.0
– project teaching (a task mostly exceeds limits of one subject)	16.4	15.5	15.0	10.2	11.6	12.1	16.2	11.4
– other forms	45.5	41.4	41.8	37.0	32.5	27.5	42.6	34.1
<b>Methods applied in teaching</b>	<b>Frequency of use of selected forms of teaching (% of all observed lessons)</b>							
– instruction (explanation, description)	79.5	82.9	81.4	86.0	87.2	94.4	91.2	85.2
– problem-oriented instruction (problem raised by a teacher is solved by pupils)	50.9	56.8	55.7	62.8	57.2	50.3	61.8	46.6
– heuristic method (pupils are requested to solve tasks independently)	68.4	66.4	52.6	57.6	53.0	43.2	58.8	47.7
– activity-oriented (from experience of pupils to fact and theory)	64.6	48.7	45.1	43.5	40.7	31.4	35.3	47.7
– demonstrative (experiment)	29.3	32.0	30.9	25.7	21.4	25.5	33.8	35.2
– practice-oriented (training in practical skills; pupils' experiments)	49.2	44.4	38.0	31.6	37.4	39.5	26.5	56.8
– other methods	44.3	40.2	42.3	34.2	30.6	29.9	38.2	29.5
<b>Other organisational and methodical elements in teaching</b>	<b>Frequency of application of given elements (% of all observed lessons)</b>							
Effective use of spare time	92.0	88.4	85.3	90.1	89.3	90.4	95.6	90.9
Cross-subject relations, logical and thematic consistency	82.5	74.8	70.3	73.3	77.6	73.6	88.2	79.5
Teaching activities support profiling of the school	80.5	75.8	68.3	68.4	71.6	73.6	64.7	80.7

x/ Number of observed lessons in all visited schools at the respective level of education

## Analysis of Complaints and Indications/Suggestions

Monitored indicators	Kindergartens		BSs		SSs		TPSS		School facilities		Total 2008/2009		Total 2007/2008	
	C	D	C	D	C	D	C	D	C	D	C	D	C	D
Number of complaints	40	x	227	x	98	x	2	x	16	x	383	x	395	x
Number of items in complaints	98	26	528	134	223	60	4	2	32	2	885	224	885	240
Safety of children and pupils	14	3	23	5	13	3	-	-	1	-	51	11	47	18
Discrimination without any reasons	7	3	26	8	8	2	-	-	-	-	41	13	23	5
Evaluation and marking (ranking)	-	-	36	9	26	8	1	1	-	-	63	18	86	22
Examination before a commission	-	-	8	4	17	3	-	-	-	-	25	7	31	10
Communication with parents (statutory representatives)	22	7	82	23	16	6	-	-	1	1	121	37	132	48
Material conditions for teaching	1	-	6	1	4	1	-	-	-	-	11	2	13	2
Failure to deal with complaints	1	-	18	5	9	4	-	-	1	-	29	9	31	3
Failure to deal with bullying	1	-	23	7	7	-	-	-	-	-	31	7	36	4
Unsuitable advertising	1	-	-	-	-	-	-	-	-	-	1	-	-	-
Staffing to cover lessons	5	-	25	6	19	9	-	-	2	-	51	15	51	16
Meeting education programmes	1	1	13	2	2	1	-	-	-	-	16	4	23	9
Political activity	-	-	5	3	1	1	-	-	2	1	8	5	-	-
School operations	10	1	9	2	5	2	-	-	1	-	25	5	43	11
Adoption of measures to remove shortcomings	-	-	1	-	-	-	-	-	-	-	1	-	6	1
Negative decision on admitting a pupil	3	1	1	-	-	2	-	-	-	-	6	1	1	0
System of leadership and evaluation of employees	-	-	8	2	1	-	-	-	-	-	9	2	18	5
School Code	1	1	9	2	2	-	-	-	1	-	13	3	13	4
Provision of meals in school	3	-	3	1	-	-	-	-	1	-	7	1	11	4
Physical punishment of pupils	-	-	4	1	-	-	-	-	1	-	5	1	13	2
Manner of completing studies	1	-	1	1	7	1	-	-	-	-	9	2	6	-
Fees for education and school services	2	-	1	-	1	-	-	-	-	-	4	-	3	-
Level and course of education	8	1	18	5	9	1	-	-	-	-	35	7	43	9
Educational measures and marking of behaviour	-	-	54	13	9	3	-	-	1	-	64	16	70	24
Using funds from the state budget	2	2	-	-	1	1	-	-	4	-	7	3	2	-
Education of pupils with SEN	-	-	26	8	11	1	-	-	5	-	42	9	31	14
Other	15	6	128	26	53	13	3	1	11	-	210	46	142	29

Key: C = total number of indications of respective problems (complaints), D = indication was assessed as justified



Table C 17a

Results of Public – Legal Audits – Comparison of the Number and Results of Checks in Kindergartens with the Whole Checked Set of Schools

Monitored indicators	2006		2007		2008	
	Total schools	of which KGs	Total schools	of which KGs	Total schools	of which KGs
Number of checked entities	378	114	567	202	702	258
Total amount of funds from the state budget received by a checked entity in CZK	1,859,501,988	263,456,048	4,724,428,126	558,304,625	5,595,982,559	668,724,950
Total amount of funds in CZK checked by the CSI	1,621,587,106	244,276,088	4,077,063,705	531,415,094	5,482,016,709	641,789,390
Total amount of revealed irregularities in CZK	2,527,449	35,201	4,414,092	357,196	14,590,015	2,269,893
Total amount of revealed irregularities in CZK per CZK1,000 of checked funds from the state budget	1,559	0.144	1,083	0.672	3,067	3,537
Violation of budgetary discipline – in CZK	1,761,855	3,988	1,256,745	228,851	11,467,035	96,713
Violation of budgetary discipline – in CZK – per CZK1,000 of checked funds from the state budget	1,086	0.163	0.308	0.431	2,411	0.151
Number of indications of problems forwarded to the relevant Tax Authority	0	0	8	0	3	0
Number of indications of problems forwarded to the relevant Regional Authority	25	1	19	7	27	3

Table C 17b

Results of Public- Legal Audits – Comparison of the Number and Results of Checks in Merged Kindergartens and Basic Schools with the Whole Checked Set of Schools

Monitored indicators	2006		2007		2008	
	Total schools	of which KGs + BSs	Total schools	of which KGs + BSs	Total schools	of which KGs + BSs
Number of checked entities	378	71	567	43	702	73
Total amount of funds from the state budget received by a checked entity in CZK	1,859,501,988	528,476,390	4,724,428,126	452,818,097	5,595,982,559	545,785,227
Total amount of funds in CZK checked by the CSI	1,621,587,106	448,856,148	4,077,063,705	378,081,290	5,482,016,709	431,396,394
Total amount of revealed irregularities in CZK	2,527,449	161,407	4,414,092	32,319	14,590,015	8,929,391
Total amount of revealed irregularities in CZK per CZK1,000 of checked funds from the state budget	1,559	0.359	1,083	0.085	3,067	20,699
Violation of budgetary discipline – in CZK	1,761,855	112,834	1,256,745	29,502	11,467,035	8,898,802
Violation of budgetary discipline – in CZK – per CZK1,000 of checked funds from the state budget	1,086	0.251	0.308	0.078	2,411	20.627
Number of indications of problems forwarded to the relevant Tax Authority	0	0	8	0	3	0
Number of indications of problems forwarded to the relevant Regional Authority	25	6	19	2	27	8

**Table C 17c**
**Results of Public-Legal Audits – Comparison of the Number and Results of Checks in Basic Schools with the Whole Checked Set of Schools**

Monitored indicators	2006		2007		2008	
	Total schools	of which BSs	Total schools	of which BSs	Total schools	of which BSs
Number of checked entities	378	152	567	100	702	154
Total amount of funds from the state budget received by a checked entity in CZK	1,859,501,988	791,368,006	4,724,428,126	871,832,873	5,595,982,559	1,670,606,272
Total amount of funds in CZK checked by the CSI	1,621,587,106	713,076,859	4,077,063,705	765,116,344	5,482,016,709	1,406,034,975
Total amount of revealed irregularities in CZK	2,527,449	1,500,305	4,414,092	1,485,790	14,590,015	1,720,991
Total amount of revealed irregularities in CZK per CZK1,000 of checked funds from the state budget	1.559	2.104	1.083	1.942	3.067	1.224
Violation of budgetary discipline – in CZK	1,761,855	1,277,193	1,256,745	98,260	11,467,035	1,428,002
Violation of budgetary discipline – in CZK – per CZK1,000 of checked funds from the state budget	1.086	1.791	0.308	0.128	2.411	1.001
Number of indications of problems forwarded to the relevant Tax Authority	0	0	8	0	3	0
Number of indications of problems forwarded to the relevant Regional Authority	25	13	19	4	27	8

**Table C 17d**
**Results of Public-Legal Audits – Comparison of the Number and Results of Checks in Secondary Schools with the Whole Checked Set of Schools**

Monitored indicators	2006		2007		2008	
	Total schools	of which SsS	Total schools	of which SsS	Total schools	of which SsS
Number of checked entities	378	20	567	42	702	51
Total amount of funds from the state budget received by a checked entity in CZK	1,859,501,988	167,319,148	4,724,428,126	583,579,554	5,595,982,559	1,295,403,229
Total amount of funds in CZK checked by the CSI	1,621,587,106	128,194,790	4,077,063,705	476,353,821	5,482,016,709	1,108,753,502
Total amount of revealed irregularities in CZK	2,527,449	523,126	4,414,092	431,429	14,590,015	625,488
Total amount of revealed irregularities in CZK per CZK1,000 of checked funds from the state budget	1.559	4.081	1.083	0.906	3.067	0.564
Violation of budgetary discipline – in CZK	1,761,855	62,380	1,256,745	165,000	11,467,035	333,446
Violation of budgetary discipline – in CZK – per CZK1,000 of checked funds from the state budget	1.086	0.487	0.308	0.346	2.411	0.301
Number of indications of problems forwarded to the relevant Tax Authority	0	0	8	0	3	0
Number of indications of problems forwarded to the relevant Regional Authority	25	3	19	2	27	4

Table C 17e

Results of Public-Legal Audits – Comparison of the Number and Results of Checks in Secondary General Schools with the Whole Checked Set of Schools

Monitored indicators	2006		2007		2008	
	Total schools	of which SGsS	Total schools	of which SGsS	Total schools	of which SGsS
Number of checked entities	378	5	567	19	702	6
Total amount of funds from the state budget received by a checked entity in CZK	1,859,501,988	51,198,508	4,724,428,126	274,053,176	5,595,982,559	245,498,712
Total amount of funds in CZK checked by the CSI	1,621,587,106	46,473,287	4,077,063,705	244,566,215	5,482,016,709	171,916,436
Total amount of revealed irregularities in CZK	2,527,449	0	4,414,092	0	14,590,015	10,674
Total amount of revealed irregularities in CZK per CZK1,000 of checked funds from the state budget	1.559	0	1.083	0	3.067	0.062
Violation of budgetary discipline – in CZK	1,761,855	0	1,256,745	0	11,467,035	0
Violation of budgetary discipline – in CZK – per CZK1,000 of checked funds from the state budget	1.086	0	0.308	0	2.411	0
Number of indications of problems forwarded to the relevant Tax Authority	0	0	8	0	3	0
Number of indications of problems forwarded to the relevant Regional Authority	25	0	19	0	27	0

## National Development Projects (DP)

Area of Education	Project name	KGs	BSSs	SSs	Other	Total	%
Foreign languages	DP – Support for teaching foreign languages	0	13	0	0	13	0.50
	DP Support for teaching of less frequent foreign languages	0	23	0	0	23	0.88
Environmental education, instruction and culture	MEJA – DP – Methodological and language preparation of teachers teaching at the elementary level of BSS	0	0	0	0	0	0.00
	Support for environmental education, instruction and culture	4	54	16	1	75	2.88
ICT	To support connectivity of schools within state information policy in education	15	583	200	7	805	30.96
Education of developing interests of pupils	Support for competitions and displays of pupils' work within education, developing interests of pupils	0	4	6	22	32	1.23
	DP – Providing free preparation for inclusion of children of EU foreign nationals in basic education	0	5	1	0	6	0.23
Education of children – foreigners	DP – Creating conditions for basic education of pupils – recognised refugees	0	3	0	0	3	0.12
	DP for supporting activities pertaining to the area of integration of foreign nationals	0	1	0	0	1	0.04
Funding teachers' assistants	Funding of teacher's assistants for disadvantaged pupils	6	15	7	0	28	1.08
	Funding of teacher's assistants for socially disadvantaged pupils	0	36	0	0	36	1.38
Education of national minorities, ethnic groups; multicultural education	DP for supporting integration of the Roma community	0	1	2	0	3	0.12
	DP for supporting education in languages of national minorities and multicultural education	0	2	0	0	2	0.08
Prevention of socio-pathological phenomena	DP – Support of Roma students in secondary schools	0	0	73	0	73	2.81
	Programmes for supporting activities for combating socio-pathological phenomena	0	44	22	7	73	2.81
FEPS	Making FEPS available for teachers from BSSs who have only the elementary level	0	95	0	0	95	3.65
	FEPS relating to introduction of a new type of school-leaving examination	0	1	102	0	103	3.96
Other areas	Support training of sports talent in sport-oriented SSSs	0	0	7	0	7	0.27
	Increase in unclaimable salary components and incentive components of salaries of teachers of regional schools with respect to the quality of their work	377	540	148	131	1,196	46.00
Other areas	Increase in unclaimable salary components and incentive components of salaries of teachers with respect to the quality of their work in 2009	1	0	0	0	1	0.04
	Strengthening the level of remuneration of other than pedagogical employees	0	0	0	0	0	0.00
Other areas	Support for reading literacy in basic schools in 2008	0	4	0	0	4	0.15
	Supplementary provision of meals to children, pupils and students in regional and municipal schools	0	2	0	0	2	0.08
Total	Other projects	8	8	2	1	19	0.73
		<b>411</b>	<b>1,434</b>	<b>586</b>	<b>169</b>	<b>2,600</b>	<b>100.0</b>

Table C 19

## School Climate – Opinions of Head Teachers and Teachers of Visited Schools

Indicators of school climate level	Target group	Pre-school education HT – 333/T – 806				Basic education HT – 578/T – 2 488				Secondary education HT – 186/T – 1 083				Basic artistic education HT – 70/T – 246				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Good interpersonal relations	HT		2.7	31.2	66.1		1.4	47.4	51.2		4.3	57.0	38.7		1.4	58.6	40.0	
	T	0.6	3.2	39.0	57.1	0.2	2.9	46.5	50.4	0.4	5.1	52.2	42.3		2.8	55.7	41.5	
Open, informal communication	HT		2.4	30.3	67.3	0.0	1.2	40.0	58.8		2.2	47.8	50.0		1.4	48.6	50.0	
	T	0.7	4.1	39.5	55.7	0.3	4.3	46.5	48.9	0.5	7.8	52.3	39.4		4.1	60.2	35.8	
Friendly climate for children and adults	HT		0.3	25.3	74.4		1.4	37.6	61.0		2.2	51.9	45.9			47.1	52.9	
	T	0.3	2.4	36.8	60.5	0.1	2.7	50.7	46.5	0.3	5.2	57.5	37.0		0.8	59.2	40.0	
Learner-centred education	HT		0.3	38.3	61.4		0.5	38.5	61.0		1.7	44.9	53.4			34.3	65.7	
	T		1.3	39.3	59.4	0.1	1.7	47.0	51.2	0.2	4.3	52.8	42.7	0.4	1.6	45.9	52.0	
Mutual assistance and tolerance among children	HT		1.5	59.6	38.9		7.3	70.1	22.6	1.1	7.5	72.6	18.8		1.4	64.3	34.3	
	T	0.1	4.7	65.4	29.7	0.1	13.6	70.3	16.0	0.1	14.2	72.1	13.6		0.8	69.1	30.1	
Good cooperation with parents	HT		0.3	2.4	51.1	0.3	8.7	62.3	28.6	0.6	15.6	62.2	21.7		4.3	61.4	34.3	
	T	0.2	3.0	49.8	46.9	0.4	9.9	58.4	31.4	0.6	21.8	58.9	18.7		3.7	67.2	29.1	
Creative environment for innovations	HT		0.3	4.2	46.7		3.7	50.0	46.3		3.4	55.9	40.8		7.1	51.4	41.4	
	T	1.0	5.9	47.9	45.2	0.2	5.3	49.9	44.5	0.8	9.2	59.5	30.5		7.4	63.5	29.1	
Support of the founder and other partners	HT		0.6	6.6	50.8	0.4	4.4	43.0	52.3	0.0	7.3	53.9	38.8		15.9	34.8	49.3	
	T	1.0	8.1	53.4	37.5	1.1	8.1	55.9	34.9	2.6	20.8	60.1	16.5		9.8	69.0	21.2	
Favourable socio-economic situation in the region	HT		0.3	19.2	68.5	12.0	31.6	59.3	6.8	2.2	32.4	59.8	5.6		31.4	61.4	7.1	
	T	0.5	17.2	71.0	11.3	2.3	28.0	64.6	5.0	2.6	35.9	56.6	4.9	0.4	25.7	65.1	8.7	
Conditions for adaptation of new teachers	HT			1.6	36.8	61.7		0.6	40.3	59.1	0.6	2.8	49.7	46.9		6.2	53.8	40.0
	T	0.8	3.8	41.9	53.5	0.1	3.1	42.5	54.3	0.2	5.2	49.1	45.6		4.3	64.5	31.3	

Key:

1 – not, 2 – to some extent not 3 – to some extent yes, 4 – Yes;

HT – head teacher and/or their deputies

T – teachers

## Tables C 20a-d

## Overview of Errors Made by Schools – Setting of Deadlines

## Table C 20a

## The Education Act

Monitored indicator	KGs	BSs	SSs
Sec. 28 – Documentation of schools and school facilities	19	36	26
Sec. 30 – School Code, Internal Rules and Rules for Provision of Scholarships	20	26	27
Sec. 164 – School / school facility head teacher	12	11	13
Sec. 165 – School / school facility head teacher	4	13	10
Sec. 166 – School / school facility head teacher	1	1	1
Sec. 167 – School Board	–	–	2
Sec. 168 – School Board	–	7	7
Sec. 59 – Conditions of admission to education in secondary schools	–	–	–
Sec. 60 – Admission to the first grade of education in secondary schools	–	–	10
Sec. 72 – Ways of completing secondary education	–	–	2
Sec. 74 – Final examination	–	–	1
Sec. 5–6 – School education programme	5	8	13
Sec. 41 – Individual education	–	–	–
<b>Total</b>	<b>61</b>	<b>102</b>	<b>112</b>

## Table C 20b

## Public-Legal Audits

Monitored indicator	KGs 331	BSs 227	SSs 75
Binding indicators were not respected	7	42	4
Funds were not used in compliance with relevant regulations	11	27	7
Legal regulations concerning funds drawn on from the state budget were violated	60	10	13
Funds from the state budget were not appropriately accounted and cleared	6	5	2
Shortcomings relating to staffing were found	37	5	8
<b>Total</b>	<b>121</b>	<b>89</b>	<b>34</b>

## Table C 20c

## Provision of Meals

Monitored indicator	KGs 113	BSs 191	SSs 96
Time limit for purchasing food was not respected	1	–	–
Financial limits for food were not respected	–	–	–
Conditions for provision of meals in schools were not adhered to	–	–	–
Deficiencies in accounting documents were found	11	2	1
<b>Total</b>	<b>12</b>	<b>2</b>	<b>1</b>

Table C 20d

## Occupation Health and Safety (OHS)

Monitored indicator	KGs 84	BSs 92	SSs 51
OHS was incorporated in the School Code(Internal Rules) – checks of the facility	1	–	–
OSH was incorporated in other documents – checking of the extent to which the issue was elaborated	–	–	–
Indicating danger, risks to life and health of children, pupils and students	4	7	2
Indicating danger and risks – work with a document; document updates	10	6	2
Risk evaluation in a school	4	4	–
Adoption of appropriate measures to mitigate risks	6	4	–
Documentation on education of teachers in the area of OSH BOZP – special training (Sec.103 (2) of the Labour Code)	2	1	1
Provability of relevant documents (Sec. 103 (3) of the Labour Code)	3	1	–
Training of teachers responsible for first aid Sec. 102 (6) of the Labour Code	4	2	2
Training of teachers in accordance with Annex 2 of Decree No. 106/2001 Coll.	9	5	4
Entrance and follow up periodical medical occupational examinations – pupils participating in practical training	–	–	–
Documents on instructions provided to pupils – scheme of instructions	–	–	–
Instruction on the School Code	1	1	–
Instruction of children, pupils and students on rules pertaining to risky work places	–	–	–
Instruction concerning road traffic safety	–	–	–
Instruction on measures concerning emergencies and fire prevention	2	–	–
Instruction on organisation of first aid	1	1	–
Instruction on prohibition of some work to be carried out by minors/youngsters (15–18 years)	–	2	–
Instruction on safety signs and signals (evacuation, dangerous spots)	–	–	–
Pupils (participating in practical training) were provided with means of protection /clothes	–	–	1
Instruction of pupils how to use means of protection / clothes (in practical training)	–	–	–
Safe school/school facility rooms – classrooms and other rooms	8	5	1
Gymnasium	3	5	1
Playing rooms	1	2	–
Playgrounds and other space for games	6	5	–
School canteen	–	–	–
Garden	18	2	1
Sanitary facilities, cloakrooms	5	4	2
Clean, healthy and safe environment (smoking prohibited)	1	–	–
Material conditions and equipment – furniture is adequate for the height of children, pupils and students	2	1	–
Appropriate lighting	–	–	–
Condition of floors (surface)	7	3	–
Equipment and other tools for physical training	6	2	–
Implementation of closed circuit television	50	23	8
Making records (storing records)	15	9	6
Registration of records permitted by the Office for the Protection of Personal Data Sec. 16 of Act No. 101/2001 Coll.	3	6	2
Checks of organisation of OHS – carried out once a year –	4	1	–
Deficiencies found were removed	–	–	–
Reviews, checks and experts' opinions made by eligible professionals	2	–	–
Deficiencies found were removed	2	–	–
Content of the first-aid kit – corresponds to the recommendations of a physician dealing with occupational diseases	4	1	–
Expiration time of medicines and dressings was respected	2	1	1

Monitored indicator	KGs 84	BSs 92	SSs 51
Book of Injuries – established and maintained in compliance with Decree No. 64/2005 Coll.	4	4	1
Records on injuries of children, pupils and students are duly made and maintained	5	1	2
Records on injuries forwarded within specified limits to competent bodies and institutions	–	12	3
Damages for school injuries -covered (by an insurance company, from own resources, by the founder)	2	–	–
Total number of injuries included in the Summary Statement” correspond with the number of injuries entered in the Book of Injuries	13	7	3
Wearing of outfit/equipment of pupils participating in practical training (Sec. 190 (1) of the Labour Code	1	–	1
<b>Total</b>	<b>211</b>	<b>128</b>	<b>44</b>



# Annexes

---

## List of Annexes

---

Annex 1	The Criteria for Evaluation of Conditions, Progress and Results of Education and School Services .....	106
Annex 2	Method of School Evaluation Used by the Czech School Inspectorate in 2008/2009 ....	107
Annex 3	Inspection Procedures of the Czech School Inspectorate .....	111
Annex 4	Amendments to Legal Regulations Relating to Education which Came into Effect in the School Year 2008/2009 .....	116
Annex 5	Obligatory Indicators for Evaluation of Schools in the School Year 2008/2009 .....	118

# Annex 1

## The Criteria for Evaluation of Conditions, Progress and Results of Education and School Services

Main evaluation areas of school and school facilities activities	Evaluation criteria <sup>1</sup>
<b>A: Equal opportunities in education</b>	1. Equal access to enrolment to education 2. Considering educational needs of the individual in the course of education 3. Equal opportunities while the school leaving process 4. School consultancy services
<b>B: Management of school/school facility</b>	5. School Education Programme/content of education 6. Strategy and planning 7. Head teacher of school/school facility
<b>C: Assumptions for the proper functioning of schools/school facilities</b>	8. Personnel conditions 9. Material and financial conditions
<b>D: Course of education</b>	10. Organization of education 11. Pedagogical worker's support of children's, pupils' and students' personality 12. Evaluation of children's, pupils' and students' manifestations in the course of education (key competencies)
<b>E: Partnership<sup>2</sup></b>	13. Development of partnerships of school/school facility with partners
<b>F: Demonstration of achieved level of key competencies through the educational content</b>	14. Increasing functional literacy of children, pupils and students (knowledge, skills, attitudes) in the areas: reading literacy, mathematical literacy, science studies literacy and information and foreign languages and communication skills 15. Evaluation of the level of attainments and achievements in selected subjects along the FEP curriculum
<b>G: Educational outcomes of children, pupils and students on the school level</b>	16. Successfulness of children, pupils and students
<b>H: Overall evaluation of school/school facility</b>	17. The school/school facility activities are in accordance with the inclusion in the register of schools and school facilities 18. School/school facility assures the safety and health protection of children, pupils and students 19. School/school facility effectively uses resources and funds

20. Implemented school/school facility's SEPs are in accordance with the principles and objectives of the Education Act, namely in accordance with the principles of equal opportunities in education
21. Adherence to stated rules for the evaluation of children's, pupils' and students' educational outcomes
22. The level of educational outcomes in accordance to the FEP demands

<sup>1</sup> Individual criteria and subcriteria for evaluation are used in content of character of evaluated school and school facility

<sup>2</sup> Partnership includes not only school partners according to the Education Act, but also other bodies such as informal parental organization, "partner schools", sponsors, etc.

## Annex 2

### Method of School Evaluation Used by the Czech School Inspectorate in 2008/2009

#### Description of the Evaluation System

The Czech School Inspectorate uses more criteria (a multicriteria evaluation approach) for evaluating institutions included in the Register of Schools with a fundamental tool being a set of criteria for the evaluation of conditions, the course and results of education and school services. Its structure is based on the requirements of school legislation. The set of criteria is linked to the European Qualifications Framework for Lifelong Learning and, when some selected parameters are used, makes it possible to compare quality in individual parts of the Czech education system.

The development of the set of criteria as a model for the institutional evaluation of schools and school facilities (within the current legislative conditions) is directed towards bringing together external evaluation and school self-evaluation in the basic scheme provided for in Decree No.15/2005 Coll. laying down the requisites of long-term objectives, annual reports and self-evaluation of schools as amended.

Criteria included in this scheme are for the purposes of school evaluation, broken down into the main indicators, with respect to the level of education or types of schools. ISO, CAF, Good Governance, COSO (risk management in organisations) procedures as well as sets of indicators of the OECD and EUROSTAT have been used to develop the national quality framework for educational institutions. In evaluating schools and their activities the CSI is building on the principle of legality and protection of the rights of the child within education. In the course of its evaluations the CSI concentrates on: how educational goals concerning the enhancement of reading literacy and counting skills are met; strengthening the ability to learn how to learn; innovation of education programmes, study materials, school systems of professional preparation of teachers; innovation of teaching methods and forms of education; the development of school self-evaluation; English language teaching as well as ICT equipment and its utilisation in the course of class instruction.

In order to safeguard equal opportunities the CSI evaluated the extension of access to pre-school education; improvement in the degree of fairness within the school system; decrease in the drop-out rate; and improvement of the support provided to students with special educational needs within routine teaching.

The CSI monitors whether the quality of teachers has been improved, whether the recruitment of new teachers has become more effective and how inexperienced teachers (teachers who had taught less than three years) have been able to adapt; what their options for career growth and professional development are, and how managements of schools are developing.

#### Basic Methods of Detecting and Evaluating Conditions, the Course and Results of Education

Inspection findings and concrete sets of data describing the phenomena monitored (indicators) are gathered by means of the following information sources and detection methods:

- *analyses of school documentation;*
- *a comparative analysis, used in particular for experimental evaluation of compliance of a school education programme with the framework education programme;*
- *observation of rooms and other school resources (equipment);*

- *direct observation of both theoretical and practical teaching or the course of professional practice (subject and inspection observations);*
- *direct watching of competitions and other events supporting teaching;*
- *analysis of pupils' work;*
- *interviews with head teachers, teachers and other pedagogical staff;*
- *respective contact with school founders.*

In addition, inspections focusing on a special topic use the following:

- interviews with advisory bodies to head teachers;
- interviews with pupils – foreign nationals;
- questionnaire surveys among pupils, teachers, and head teachers;
- questionnaire surveys among parents or other partners.

Analytically evaluated information is a basis of inspection outputs drawn up in accordance with the Education Act at the level of the school in inspection reports and in checklists, at the republic-wide level in thematic reports. Summary findings are broken down according to the levels of education and topics of other inspection tasks stipulated by the Education Act.

Analytical activities use, in addition to European documents, developed analytical studies of strategic documents and data/information published by schools pursuant to the Education Act. An example might be the Long-term Policy Objectives of Education and the Development of the Educational System in the Czech Republic highlighting priorities of further development and progress indicators. The Czech School Inspectorate is also building on annual reports of individual regions and priorities of the Long-term Policy Objectives of Education and the Development of the Educational System in regions. Furthermore, the CSI also uses information sources of partner organisations – the Institute for Information on Education, the Pedagogical Research Institute, the National Institute for Vocational Education and Training, as well as other institutes, institutions and associations working within the education system.

### **Principles for Measurement and Evaluation**

Summary evaluation is based on evaluation of individual logically inter-connected indicators and criteria (or sub-criteria). In order to improve communication and the presentation of inspection results a set of indicators is used. Selected indicators quantify information better than verbal comments and diagrams. Indicators provide a measurement for assessing and evaluating (with respect to quality) trends, school policy objectives and progress achieved. They are based on a wide database of primary data obtained through monitoring and verified by means of other procedures.

The selection relies on standards for education, if they are available. The aim is also to identify any activities which could threaten the existence of a school or which are stipulated by a legal provision as inadmissible and if detected can cause the school in question to be removed from the Register of Schools and School Facilities.

### **Evaluation of Compliance between SEPs and the FEP**

Under Section 174 (2) (c) of the Education Act the CSI tries to find and evaluate compliance of the School Education Programme with legal regulations and the Framework Education Programme. The data on the SEP necessary for a comparative analysis are collected by an inspection team consisting of inspectors and invited external experts who make the first evaluation of the document concerned.

An inspection team authorised to perform inspections within the three-year inspection cycle obtains the SEP of the school selected for institutional evaluation in advance, i.e. before the team commences inspections. Members of the team will study the text, assess whether all the formal requisites are included, whether the structure of obligatory chapters is followed, how such chapters are drawn up and whether they are sufficiently

detailed, and finally they evaluate the compliance of individual parts and the SEP as a whole with the relevant SFP. In addition, since 1 September 2007 in kindergartens and BSs as well as at the lower secondary level of six- and eight-year secondary general schools, the CSI has used a set of criteria and indicators demonstrating whether the obligatory structure of the respective SEP was met and whether principles of its development were respected.

Interim as well as final evaluations have three levels – full compliance, partial compliance, and non-compliance. The final evaluation of the criteria (essentially obligatory chapters) **is not a mean** of the evaluations of individual indicators but their weight (importance, significance) is taken into account and the final “judgement” is affected, in particular, by the degree of non-compliance. The same procedure is applied for the evaluation of the SEP as a whole according to the specified criteria.

### Evaluation of the Rate of Injuries in Schools

The CSI monitors the rate of injuries in schools on the basis of delivered records on the injuries to children, pupils and students which occurred during the education process and directly related activities as well as during the provision of school services. The most current information is published on an ongoing basis with the aim of noting potential risk concerning the health and safety of children, pupils and students. Summarised data covering the school year are processed and published in the Annual Report.

In analysing and evaluating the data the CSI works with the total number of injuries identified according to the delivered records. The whole data set is broken down according to the types of schools falling into individual levels of education or according to the types of school facilities, with the first step being to find their share in the total number of injuries. In order to make “the highest rate of injuries” item more objective the CSI uses the calculated **annual injury index**, which considers the number of injuries per 100 persons of the basic set of the relevant school population in the school year concerned. Using this index the CSI evaluates trends of the rate of school injuries at individual levels of education or the CSI might use a different breakdown (according to age groups, the sex of the injured, regions and so forth).

Individual data in the given record on an injury further enable the CSI to identify the activity/ies during which injuries occur most frequently, the parts of the body injured, time parameters (hour, day, and month when an injury occurred), measures adopted by the relevant school and so on. The school can use such information in particular for targeted prevention in the area of health and safety and to prevent risk situations during education processes and the provision of school services.

### General Qualitative Description of the Four-level Evaluation Scale

In the school year 2008/2009 the CSI began to use, instead of a three-level evaluation scale, institutional evaluation according to a criteria framework having four levels. The objective in using this scale is to specify, on the basis of summary evaluation of individual parts (interim indicators) of a given criterion, whether a school entity achieves within the given criterion a level corresponding to a typical regional or national standard (3) for the same type of school or school facility, whether its activities are above-standard (4) using the scheme of the Research Pedagogical Institute, or whether an entity does not achieve the required standard (2) and the ascertained situation is risky, with an option to remedy such a situation within a provided time extension or whether the situation can lead to the removal of the school concerned from the Register of Schools (1) according to the provisions of Section 150 of the Education Act.

In general the Czech School Inspectorate defines individual levels as follows:

- 1 Activities of the school do not comply with the Education Act, health and safety of children, pupils and students and/or school employees are endangered, the school does not have personnel, material, and/or financial prerequisites for its activities in

accordance with the Education Act. The school deliberately stated incorrect data in the obligatory statements.

- 2 A negative situation unambiguously prevails within the evaluated criterion; activities being performed breach legal regulations and the school education programme (approved teaching documents); planning, quality management and sustainable development of the given area are not efficient or cannot be proven; serious deficiencies occurred. Internal control systems and self-evaluation of the school is insufficient and incomplete.
- 3 A normal (average, standard) functional situation prevails within the evaluated criterion; activities are carried out in compliance with legal regulations and the school education programme (approved teaching documents), which are breached only occasionally. Risks detected are in the majority of cases negligible and can be removed within a very short period of time or during the course of inspection. Internal control systems and self-evaluation of the school is sufficient and complete.
- 4 An excellent situation prevails within the evaluated criterion, activities are carried out in compliance with legal regulations and the school education programme (approved teaching documents). The school has developed a functional internal control system and self-evaluation at all levels. The school is successful in both national and international development projects. If partial deficiencies occur they can be successfully removed.

# Annex 3

## Inspection Procedures of the Czech School Inspectorate

### 1.1 Definition of CSI Inspections

Checking carried out by the CSI in its capacity as an authority of public administration is one of the instruments of the state to safeguard society-wide interests and respect for obligations arising from generally binding legal provisions. The task of such checks, as independent objective activities, is to find out whether the checked entities:

- a) adhere to legal regulations;
- b) respect binding rules, indicators and decisions;
- c) have adopted the operational and financial criteria stipulated for economical, effective and efficient performance of activities of the checked entity by legal regulations, binding indicators and decisions and whether such criteria are being met;
- d) have introduced an internal control system, whether such a system is functional, sufficiently effective and whether it responds to the changes in economic and legal conditions;
- e) have adopted measures to remove shortcomings revealed through inspections concerning the monitored areas, including measures aimed at removing, mitigating or preventing risks and whether such measures are being met.

### 1.2 Definition of the Content of Individual Control Systems

- a) State checks of whether laws are being met focus on the legal regulations applying to the provisions of education and education services. Such inspections include checks of selected provisions of the Education Act and selected provisions of some special regulations adopted to implement the said Act as well as legal regulation covering the area of the health and safety of children, pupils and students, the provision of meals in schools and the area of institutional and protective education.
- b) Public-legal audit concentrate on whether some processes are lawfully managed, i.e. whether generally valid legal regulation, binding rules, indicators, decisions, internal provisions and principles for managing financial resources allocated from the state budget are adhered to. These controls also include checks of facts decisive for the management of financial resources. There are three types of public-legal audits: ex-ante, mid-term and ex-post. The particular aims for performance of public-legal audit of checked entities are laid down in section procedures and are defined in accordance with the topic of inspections for the given period.
- c) The scope and content of a regular check are defined by inspection procedures approved by the Chief School Inspector. As far as the factual content is concerned inspection procedures concentrate on meeting individual tasks of the Plan of Principal Assignments of the CSI, which is then divided into the state inspections and public-legal audits:
  - inspection procedures to check facilities for the provision of meals in schools and the provision of supplementary meals as well as to check conditions for the provision of meals in school for the purpose of the allocation of subsidies to private schools and to facilities providing supplementary meals;
  - inspection procedures to check whether legal regulations covering the area of the health and safety of children, pupils and students are respected;
  - inspection procedures to perform state checks on whether selected provisions of the Education Act are adhered to;
  - inspection procedures to perform public-legal audits on how resources allocated from the state budget to schools and school facilities are used. Schools and school



facilities are, for the purpose of such checks, broken down according to their founders, who are as follows:

- the Ministry of Education, Sports and Youth;
- registered church or religious society which is authorised to exercise a special right to establish church schools;
- a municipality or an association of municipalities;
- a region;
- any other founder which is not the state, region, municipality or association of municipalities, registered church or religious society (hereinafter referred to as a “private school”).

## **2. Public-Legal Audits of Using Funds Allocated from the State Budget to Schools and School Facilities Pursuant to Sections Sec. 160–163 of the Education Act**

The principal task of any public-legal audits is to review the authorisation and effectiveness of using funds allocated from the state budget to schools of all founders to cover the area of personnel, material and other financial expenditure, namely to cover the payroll, the mandatory insurance of employees and other social fees, and to pay other non-investment expenditure (such as on the further education of teachers, textbooks, teaching aids and basic needs of schools).

- To check whether the data on financial management of funds provided from the state budget under the provisions of Section 160 (1) (c) of the Education Act reliably and precisely describe the sources, amounts and transfers of such funds, and further to review the compliance of the checked transactions with legal regulations, objectives specified by the checked entity and to monitor whether criteria of cost-effectiveness are followed.
- To verify whether funds allocated from the state budget were used lawfully, i.e. within the given fiscal year and for the purposes for which they were provided.
- To verify whether the data concerning the financial management of funds allocated from the state budget under Section 160 of the Education Act reliably and precisely describe the sources, amounts and transfers of such funds.
- To verify whether the checked transactions comply with the legal regulations, tasks and objectives specified by the checked entity.
- To verify whether the checked transactions comply with the criteria of cost-effectiveness, efficiency and reasonableness.

### **Respecting Legal Regulation Concerning the Use of Funds Allocated from the State Budget**

#### ***Clearing of State Budget Funds***

The subject of the check was to find whether the school provides the provider of the subsidy with timely, correct and complete data about clearing funds allocated from the state budget within the meaning of the provisions of Section 6 of Decree No. 551/2004 Coll. laying down principles and deadlines for clearing funds allocated from the state budget, clearing state financial assets or settling relations with the National Fund, or Decree No. 52/2008 Coll. laying down principles and deadlines for clearing funds allocated from the state budget, clearing state financial assets or settling relations with the National Fund (as a follow up to the period which has been reviewed).

#### ***Checks of Personnel Expenditure***

The subject of the checks was, in particular, to verify whether funds from the state budget were used lawfully pursuant to the relevant provisions of Act 262/2006 Coll. the Labour Code, as amended (hereinafter referred to as the “Labour Code”) and Gov-

ernment Regulation No. 564/2006 Coll., on remuneration of public service and public administration employees (hereinafter referred to as the “Government Regulation on remuneration of public service employees”):

- inclusion of employees in salary classes (Sec. 123 of the Labour Code; Sec. 3 of the Government Regulation on employee remuneration);
- inclusion of pedagogical staff in higher salary classes (11th and higher in the case of KGs; 13th and higher in the case of BSs);
- provision of extra pay (Sec. 124 of the Labour Code);
- provision of extra charges (Sec. 129 of the Labour Code; Sec. 8 of the Government Regulation on employee remuneration);
- specifying and paying unclaimable salary components, personal bonuses and lump sums (Sec. 131, Sec. 134 and Sec. 224 (2) of the Labour Code);
- further education of teachers (pursuant to the relevant provisions of Sec. 24 of Act No. 563/2004 Coll. on pedagogical staff and on the amendment to some other acts, as amended).

#### ***Introduction of the Internal Control System***

The aim of checks carried out in schools and school facilities was, in particular, to verify whether the school, in compliance with the relevant provisions of Act No. 320/2001 Coll. on financial supervision in public administration and on the amendment to some other acts (the Act on Financial Supervision), as amended, has introduced and maintains its internal control system and whether it functions well.

#### ***Recording Funds Allocated from the State Budget in the Accounting System***

The aim of checks carried out in this area was to find whether funds allocated from the state budget are duly recorded in the accounting system and whether the drawing on of funds is recorded separately and correctly in all the accounts through which they were transferred.

#### ***Meeting Measures Adopted to Remove Deficiencies Uncovered in Monitored Areas by Other Supervising Authorities***

### **3. Catering in Schools**

The main task of checks on catering in schools is to check the level of school services provided by school facilities serving meals and thus to contribute to enhancing the level of catering.

**The subject of such checks** is state supervision over the observance of legal regulations in school catering while taking into account the target group of meal consumers and the type of school. Such supervision is performed pursuant to the provisions of Sec. 174 (2) (d) of the Education Act.

Supervision in school facilities providing meals is aimed, in particular, at:

- checking whether nutritional standards are met, i.e. to assess how menu cards are set, to monitor the average monthly consumption of food with respect to the age group of the consumers and the meals served; to monitor the appropriateness of the ingredients used for cooking meals;
- checking financial limits for purchasing foodstuff which consists in verification whether a facility providing meals sets appropriate financial limits with respect to the correct inclusion of consumers in age groups, whether such financial limits commensurate with the benefit of the consumers of the meals;
- checking conditions under which meals are cooked and served which consists in assessing the conditions under which children, pupils and students are provided with meals, whether they have enough information on all the facts about catering;

- checking supplementary services – i.e. that the contracting conditions between a checked legal entity and the provider of meals are checked pursuant to the provisions of Sec. 4 (2) to (9) of the Decree on school catering;
- checking the scope of the services provided within the meaning of the aforementioned Decree;
- checking how accounting documents relating to school canteen operations are maintained; in particular storage release orders and storage cards are checked;
- checking the provision of supplementary meals.

Provision of supplementary catering was a relatively separate part of the above checks. This part was dealt with in compliance with the proposal of subsidy programmes for the supplementary provision of meals in schools under Sec. 122 (4), the second sentence of Act No. 561/2004 Coll. on pre-school, basic, secondary, tertiary professional and other education (the Education Act). In 2008 such checks focused on:

- whether the provisions of Sec. 122 (4) of the Education Act were met within the meaning of the provision of supplementary catering;
- the scope of the services provided;
- the option to use the services of a facility for school catering in the given locality.

#### **4. State Supervision of the Observance of Legal Regulations Pertaining to the Area of the Protection of the Health and Safety of Children, Pupils and Students**

The subject of such checks is state supervision of how selected provisions of the Education Act are adhered to pursuant to Sec. 174 (2) (d) of Act No. 561/2004 Coll. on pre-school, basic, secondary, tertiary professional and other education (the Education Act), as amended:

- checks on how the health and safety of pupils during the education process and directly related activities and during the provision of other school services is protected; on how pupils are provided with necessary information on protecting their health and safety pursuant to Sec. 29 (2) of the Education Act;
- checks on how pupils are provided with necessary information on protecting their health and safety pursuant to Sec. 29 (2) of the Education Act;
- checks on how schools and school facilities satisfy their obligation to keep records on the injuries of children, pupils and students which occurred during the process of education and directly related activities and during the provision of school services; on how schools meet their duty to prepare and forward such records to the authorities and institutions specified under the provisions of Sec. 29 (3) of the Education Act.

Checks in facilities providing catering for schools are aimed, in particular, at:

- checking the School Code – a formal framework of occupational health and safety (OHS), incorporation of the OHS in other documents, the current situation in this area;
- checking documents proving that all the parties involved were instructed on the School Code; review of the current situation;
- checking professional eligibility – assessment and prevention of risks; the current situation;
- checking documents on training in the area of OHS – documents on instructions provided to pupils and school employees; the current situation;
- checking the entrance and regular medical checks of pupils participating in practical training (in SSs);
- checking the school's list of personal means of protection (for pupils participating in practical training);

- checking the measures adopted to deal with emergencies; the current situation;
- checking whether reviews of OHS are regularly carried out; the current situation;
- checking space/rooms and equipment and how they are safeguarded; the current situation;
- checking requirements for production and working tools and facilities; the current situation.

Checks on how schools meet their duty to prepare and forward such records to the authorities and institutions specified under the provisions of Sec. 29 (3) of the Education Act.

- Checks on how records of injuries of children, pupils and students are maintained and sent to specified authorities and institutions; the checked period – the school years 2006/2007, 2007/2008 till the date of the check.
- Checks on how reporting obligations are met by a reporting unit pursuant to the provisions of Sec. 10 (3) of Act No. 89/1995 Coll. on the state statistical service, as amended with the checked period being the school year 2006/2007.
- Checks on liability of schools for injuries of pupils pursuant to the provisions of Sec. 391 (2) of Act No. 262/2006 Coll., as amended with the checked period being the school years 2006/2007, 2007/2008 till the date of the check. The table shows an overview of the monitored indicators of OHS.

#### ***To what degree are school rooms and other spaces safe?***

Classrooms

Gymnasiums

Play rooms

Playgrounds and other spaces for games

School canteen

Garden

Sanitary rooms and cloakrooms

Clean, healthy and self environment (smoking forbidden)

#### ***Are material conditions appropriate?***

Furniture appropriate for children, pupils and students

Appropriate lighting

Floor surface

PT equipment

The content of first aid kits corresponds with the recommendation of a physician

#### ***CCTV to ensure OHS***

CCTV has been installed

Recordings taken (recordings stored)

Recordings have been approved by means of registration with the Office for the Protection of Personal Data in accordance with Sec. 16 of Act No.101/2000 Coll.

#### ***Injuries***

Book of injuries established and maintained in compliance with the relevant Decree

Are records on injuries thoroughly completed?

Are records forwarded to specified authorities within the required deadlines?

The injured have been compensated for their injuries

## **Amendments to Legal Regulations Relating to Education which Came into Effect in the School Year 2008/2009**

### **Amendments to Act No. 561/2004 Coll. on pre-school, basic, secondary, tertiary professional and other education (the Education Act), as amended:**

1. Act No. 189/2008 Coll. amending Act No. 18/2004 Coll. on the recognition of professional qualifications and other competences of nationals of Member States of the European Union and nationals of other countries and on the amendment to some other acts (Act on the Recognition of Professional Qualifications), as amended (came into effect on 1<sup>st</sup> July 2008).

2. Act No. 243/2008 Coll. amending Act No. 561/2004 Coll. on pre-school, basic, secondary, tertiary professional and other education (the Education Act), as amended (came into effect on 4<sup>th</sup> July 2008).

**The concept of the whole enrolment procedure has essentially been changed.**

3. Act No. 242/2008 Coll. amending Act No. 561/2004 Coll. on pre-school, basic, secondary, tertiary professional and other education (the Education Act), as amended (came into effect on 4<sup>th</sup> July 2008).

**The school-leaving examination has been substantially changed during *vacancia legis*, the purpose of which should have been mainly to provide all the parties involved with a time limit to prepare, in a manner appropriate to the amendment to the legal provisions.**

4. Act No. 384/2008 Coll., amending No. 155/1998 Coll. on sign language and on the amendment to some other acts (came into effect on 20<sup>th</sup> October 2008).

5. Act No. 49/2009 Coll. amending No. 561/2004 Coll. on pre-school, basic, secondary, tertiary professional and other education (the Education Act), as amended (came into effect on 5<sup>th</sup> March 2009).

**77 amendments have brought about not only formal changes and alterations in formulations but also some factual modifications, *inter alia*, changes in enrolment procedures and school-leaving examinations.**

### **Amendments to Act No. 563/2004 Coll. on pedagogical staff and on the amendment to some other acts, as amended**

Act No. 384/2008 Coll. amending Act No. 155/1998 Coll. on Sign Language and on the amendment to some other acts (came into effect on 20<sup>th</sup> October 2008).

### **Amendments to Act No. 109/2002 Coll. on the provision of institutional education or protective education in school facilities and on preventative educational care in school facilities and on the amendment to some other acts, as amended**

1. Act No. 189/2008 Coll. amending Act No. 18/2004 Coll. on the recognition of professional qualifications and other competences of nationals of Member States of the European Union and nationals of other countries and on the amendment to some other acts (Act on the Recognition of Professional Qualifications), as amended (came into effect on 1<sup>st</sup> July 2008).

2. Act No. 274/2008 Coll. amending some acts in relation to the adoption of the Act on the Police of the Czech Republic (came into effect on 1<sup>st</sup> January 2009).
3. Act No. 7/2009 Coll. amending Act No. 99/1963 Coll. the Code of Civil Procedure, as amended, and other related acts (came into effect on 23<sup>rd</sup> January 2009).
4. Act No. 41/2009 Coll. amending Act No. 99/1963 Coll., the Code of Civil Procedure, as amended, and other related acts (came into effect on 1<sup>st</sup> March 2009).

**Amendments Pertaining to Some Other Areas:**

1. Government Regulation No. 268/2008 Coll. amending Government Regulation No. 689/2004 Coll. on the system of fields of study within basic, secondary and tertiary professional education, as amended (came into effect on 31<sup>st</sup> August 2008).
2. Act No. 304/2008 Coll. amending Act No. 563/1991 Coll. on Accounting, as amended, and some other acts (came into effect on 1<sup>st</sup> January 2009).
3. Decree No. 322/2008 Coll. amending Decree No. 16/2005 Coll. on the organisation of the school year (came into effect on 1<sup>st</sup> September 2008).
4. Decree No. 394/2008 Coll. amending Decree No. 671/2004 Coll., laying down details on the organisation of enrolment proceedings for education in secondary schools, as amended (came into effect on 30<sup>th</sup> October 2008). This is a follow up to the new regulation concerning the enrolment procedure. Substantial changes have been approved.
5. Act No. 477/2008 Coll. amending Act No. 250/2000 Coll. on budgetary rules of the general government budget (budgets of regions), as amended, and other related acts (came into effect on 1<sup>st</sup> April 2009). Essential changes were adopted mainly with respect to financial management of self-governing units (regions, municipalities) (such changes do not concern only the school system).
6. Decree No. 33/2009 Coll., amending Decree No. 492/2005 Coll. on regional norm-setting as amended by Decree No. 47/2008 Coll. (came into effect on 28<sup>th</sup> January 2009).
7. Government Regulation No. 98/2009 Coll. amending Government Regulation No. 689/2004 Coll. on the system of fields of study within basic, secondary and tertiary professional education, as amended (came into effect on 16<sup>th</sup> April 2008).

# Annex 5

## Obligatory Indicators for Evaluation of Schools in the School Year 2008/2009

Content		Quantifier
<b>Education Act</b>		
Sec. 14	Education of members of national minorities in classes, schools	numbers of pupils
Sec. 15	Teaching of religion	numbers of pupils
Sec. 23	Organisation of schools	numbers of pupils
Sec. 24	School year	number of days off
Sec. 25	Forms of education	number of teaching hours
Sec. 27	textbooks for selected students of secondary schools	as %
Sec. 41	Individual education – cancellation, examinations	time limits, numbers of days
Sec. 47	Preparatory classes in BSs	minimal number of pupils
Sec. 49	Course of basic education – submission of documentation	time limits, numbers of days
Sec. 50	Release of pupils from lessons, excuse of absences	time limits, numbers of days
Sec. 52	Evaluation of pupils' results – re-examination of pupils	time limits, numbers of days
Sec. 66	Course of secondary education – transfers of students, interruption of studies, terminating of studies	time limits, numbers of days
Sec. 69	Examination by the Examination Board	time limits, numbers of days
<b>Decree No. 14/2005 Coll.</b>		<b>Pre-school education</b>
Sec. 1	Conditions for operations of KGs	number of hours
Sec. 1a	Details of organisation of KGs	age of children in individual grades
Sec. 2	Children admitted to classes of KGs	numbers
Sec. 3	Interruption of operations of KGs – information of head teachers	time limits
Sec. 5	Care of safety of children – children per teacher	numbers
Sec. 6	Fees for pre-school education	amount of fees, exemption from fees
<b>Decree No. 48/2005 Coll.</b>		<b>Basic education</b>
Sec. 1	Organisation of education – lessons, breaks	numbers of lessons, length of breaks
Sec. 2	Teaching of swimming	numbers of lessons
Sec. 3	Out-of-school events, pupils per teacher	numbers
Sec. 4, 5	Pupils in schools, classes	numbers
Sec. 6	Provision of textbooks, school stationery	amount in CZK
Sec. 10, 11	Language classes	numbers of pupils, duration of preparation
Sec. 12	Course for attaining basic education	numbers of lessons, pupils

<b>Decree No. 13/2005 Coll.</b>		<b>Secondary education</b>
Sec. 2	Students in schools, classes, groups	numbers
Sec. 11	teaching of theory – lessons, breaks	numbers of lessons, length of breaks
Sec. 13	Practical training – lessons, breaks	numbers of lessons, length of breaks
Sec. 16	Sports preparation – lessons, rest	numbers of lessons, commencement of teaching
Sec. 18	Conservatory – students	numbers of students
<b>Decree No. 10/2005 Coll.</b>		<b>Tertiary professional education</b>
Sec. 3	Organisation of teaching	length of lessons
Sec. 4	Students in a study group, division of lessons, merging of lessons	number of students
Sec. 7, 8	Graduation examinations (absolutorium), organisation of such examinations	dates, organisation
<b>Decree No. 73/2005 Coll.</b>		<b>Education of pupils with SEN</b>
Sec. 8	Organisation of special education – lessons, teachers working in parallel	numbers
Sec. 9	Inclusion of pupils in special education	length of diagnosis
Sec. 10	Pupils in schools, classes, units, permanent groups	numbers
Sec. 11	care for health and safety, pupils per teacher	numbers
<b>Decree No. 15/2005 Coll.</b>		<b>Self-evaluation</b>
Sec. 7	Content and form of the school annual report	deadlines
<b>Decree No. 64/2005 Coll.</b>		<b>Records of injuries</b>
Sec. 1	Book of injuries, records of injuries	deadlines
Sec. 4	Forwarding records of injuries	deadlines





**The Annual Report of the Czech School Inspectorate on the School Year 2008/2009**

Czech School Inspectorate  
Fráni Šrámka 37  
150 21 Prague 5  
Czech Republic

March 2010

Prepared by the Czech School Inspectorate  
Translated by Mgr. Jana Dyčková  
Printed by ÚIV – division Publishing House TAURIS, Senovážné nám. 26, 110 06 Prague 1