



Plan of Principal Assignments of the Czech School Inspectorate for the School Year 2014/2015

1. Inspection Activity in Schools and School Facilities

The Czech School Inspectorate (CSI) at schools and school facilities registered in the Register of Educational Facilities (School Register) and at workplaces where practicum or vocational training is carried out shall, within its inspections:

- a) acquire and analyse information on the education of children, pupils and students, on the activities of schools and school facilities registered in the School Register, and monitor and evaluate the effectiveness of the educational system,
- b) determine and evaluate the conditions, course and outcomes in education in accordance with relevant school educational programmes,
- c) determine and assess to what extent the school educational programme is met and whether it is in compliance with legal regulations and the framework educational programme,
- d) perform state checks to determine whether legal regulations relating to provision of education and school services are met,
- e) perform a public-legal audit focused on the use of funds allocated from the state budget.

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While evaluating school services and conditions, course and outcomes of education the CSI works on the basis of educational principles and goals given by the School Act whereby the essential criterion for evaluation is the effectiveness of supporting the child's or pupil's personality development and achievement of goals by schools and school facilities.

More detailed elaboration of objectives related to conditions, course and outcomes in education and to controlling mechanisms is stated in Appendix 1.

2. Specific Assignments of the Czech School Inspectorate Related to Evaluation and Controlling of Education in Schools and School Facilities

The Czech School Inspectorate determines, evaluates and controls mainly:

1. Support of health education aimed at healthy eating habits, motor skills and physical ability of children and pupils.
2. Prevention of risky behaviour of children and pupils (use of addictive substances, bullying etc.).
3. Admission of children under three years of age to pre-school education.
4. Support of the achieved level and education outcomes in information and language literacy.
5. Education of children in their last year before the start of compulsory education.
6. Admission and education of pupils in preparatory classes of all basic school types and/or on-preparatory stages of basic special schools.

7. Admission process and education in schools providing education accomplished by 'maturita' (final exam qualifying for university studies), which repeatedly show a high fail rate in the common part of maturita exam; education in basic and secondary schools repeatedly showing high fail rate in electronic testing the pupils' outcomes conducted by the CSI.
8. Admission to education and completing the education of pupils educated in a combined form of studies.
9. Quality of education in post-secondary language schools entitled to perform the state language examination.
10. Quality of education in technical subjects of vocational education according to relevant education programmes, the structure of the offered subjects in relation to education outcomes and employability of graduates on the labour market.
11. Education in schools providing follow-up study, in schools providing shortened study programmes for acquirement of a vocational certificate or a maturita certificate.
12. Education at workplaces for practical training.
13. Organisation and process of completing the education in vocational and maturita programmes.
14. Qualification of pedagogical workers in initial education.
15. Quality of education in socially excluded localities.
16. Education of children and pupils with a different mother tongue.
17. Legitimacy of payment in initial education in the context of education provided by a school according to a school education program.
18. Integration of pupils in the Framework Educational Program for Basic Schools according to the Appendix regulating education of pupils with light mental disorder.
19. Activities of pedagogical-psychological counselling centre and special pedagogic centres.

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3. Further Assignments of the Czech School Inspectorate

1. Evaluation of effectiveness of measures taken by schools/school facilities to remove previously found imperfections.
2. Inspection activities based on initiatives, complaints and petitions which by their content belong to the CSI competence.
3. Inspection activities based on requests in order to receive financial subsidy according to a special legal provision.
4. Open competition on position of school/school facility principals.
5. Cooperation of inspectors in commission exams.
6. Fulfilment of compulsory school attendance of pupils in schools abroad.
7. Selective electronic testing of pupils' outcomes in various grades and on various stages of initial education – subjects and literacies.
8. Participation in work and expert groups of the Ministry of Education Youth and Sports (MEYS) and other public administration bodies.

9. Cooperation with organisations, institutions and administrative bodies from both academic and non-profit sectors, the activities of which relate to educational issues.

4. Developmental Assignments of the Czech School Inspectorate

1. Assignment arising from international cooperation of the CSI and from international commitments that are fulfilled by the CSI.
2. Assignments in the sphere of international surveys aimed at pupils' achievements.
3. Assignments arising from representation in the system of European Schools.
4. Assignments arising from Presidency of the Czech Republic in the European Schools.
5. Assignments arising from realization of the ESF projects (NIQES, Competence III).
6. Integration of CSI information systems with other public administration systems.
7. Communication strategies for ensuring as broad public awareness as possible.
8. Innovation and realization of positive changes in transparency, structure and activities of the CSI, focused at support of education reform.