

## Country Profile CZECH REPUBLIC

### 1. Basic information

**Country name: Czech Republic**

**Structure of inspectorate:**

Are you organised centrally or by region/state? Does inspection regulation or standards vary across regions or states?

Centrally ruled organisation. The CSI consists of headquarters based in Prague and 14 regional inspectorates the location of which corresponds to 14 regional territories of the Czech Republic. Uniform standards do not vary across regions.

**Age of inspectorate:** How long have you been established for? What was your predecessor organisation (i.e. who did inspection before you?)

CSI was established in 1991, however tradition of inspecting schools is much longer and was being implemented during several centuries.

**Size:** How many inspectors do you have? How many central/policy staff do you have?

In February 2018 the CSI has in total 477 employees: 246 inspectors and 67 control workers (auditors). The CSI is supported by analysts, methodologists, researchers, IT specialists, lawyers, personalists and other administrative/technical staff and specialists.

**Remits:** What form of education do you inspect? E.g. early years, schools, universities? Anything that is non-education?

The CSI evaluates nursery, basic (primary and lower secondary level), secondary and vocational schools, as well as school facilities (e.g. school canteens, youth dormitories) which were entered into the Register of Schools and School Facilities and evaluates also facilities providing vocational training or job practice. School counselling services and tertiary professional schools have been recently involved, too.

**Unit of inspection:** Do you inspect schools or groups of schools (or both?) Do you inspect teachers, or subject departments? Do you inspect local authorities?

The CSI inspects individual schools. In case there are more levels or types of education facilities in one subject CSI usually inspects the subject as a whole.

**What is your strapline?** E.g. Ofsted's is "Raising standards, improving lives"

Not relevant.

**Relationship with government:** Do you operate as part of the Education Ministry, or are you independent? Briefly explain the legal relationship you have with the Ministry (e.g. any reporting duties)? Are you allowed to report on government policy? Are you allowed to publish reports without govt. approval?

The Czech School Inspectorate (CSI) is an administrative body of the Czech Republic and an organizational component of the state. The institution is established by the Education Act (ACT No. 561 of 24th September 2004 on Pre-school, Basic, Secondary, Tertiary Professional and Other Education).

It monitors the education system as an unbiased and independent body.

The CSI is headed by the Chief School Inspector who is as a senior civil servant manager who determines national policy and strategy for school inspection according to the Education Act. In cooperation with The Ministry of Education, Youth and Sports of the Czech Republic (MEYS) he takes part in developing the conception of the national education policy. The Chief School Inspector is also a member of the Governing Board of the MEYS and participates in its weekly meetings.

The plan for tasks and type of inspections as well as the set of evaluation criteria is subject to approval by MEYS on a yearly basis. The reports are submitted to MEYS only for information. The govt. approval before publishing is not obligatory.

**Accountability:** What are you accountable for delivering? Where is this set out? (e.g. in legislation or in a policy document?) How are you held to account as an organisation (e.g. must you report annually)?

According to the Education Act the CSI publishes inspection reports, thematic reports and annual reports.

#### 1. **Evaluation process** – this should be in short paragraphs

**Self-evaluation:** Do you have a form of self-evaluation (i.e. do you expect institutions to report on themselves?) If so, briefly explain how this relates to external evaluation.

Czech schools are to provide self-evaluation report within their annual reports. For methodological sake the CSI is now preparing several tools that can help and lead schools through the self-evaluation process so that it connects external and internal school evaluation.

**What do you examine during inspection?** Do you look at finances? Do you look at legal compliance? Do you observe and/or grade lessons?

Within a comprehensive inspection we evaluate the conditions, course and results of education (inspectors analyse school documents, conduct interviews, observe lessons/classes etc.), at the same time we check compliance with legal regulations relating to the provision of education and school services. In case of public-legal

audit, the CSI auditors focus on the usage of funds allocated to a school from the state budget.

**Do you have an inspection framework? Is this a quality or compliance model?** Do you evaluate the quality of education or teaching, or report against a series of non-qualitative standards? How does this work?

The CSI uses different tools for evaluation. As for quantitative part the CSI analyses measurable indicators such as specific data on schools/school facilities or qualitative data which may be transferred into numbers (formal qualities of schools/school facilities required for the registration into the Register of Educational Facilities, statistical data on schools, absenteeism and students' assessment, the analysis of outputs of students' school work, data on pupils' injuries at schools). It investigates external test outcomes etc.

Since the school year 2013/2014 regular inspections have been planned within a 6 year cycle. The school is evaluated by multi-criteria evaluation approach. This system of comprehensive (institutional) inspection is very well comparable to the systems of inspection in many other countries. Standard and quality of education is assessed from the perspective of a child/ pupil/student's personal development support and from the perspective of required educational outcomes.

The criteria are formulated as shortened legislative provisions with links to the selected provisions of valid standards and are completed with the description of indicators. Evaluation criteria are briefly outlined and have a multidimensional character. Their selection reflects real possibilities of the inspection procedures and methods. In order to improve the professional and general public awareness, the criteria are completed with sub-criteria which are relevant and measurable. They determine causal relations between the Education Act and the outcomes of school/school facility. Inspection evaluation is based on a four-point rating scale

**Inspection time and resource.** How long are your inspections? Do they last several days, or shorter? How many people go on inspection? What sort of qualifications/experience do they have? I.e. are they former head-teachers, lawyers or accountants?

Inspections usually last from 2 to 5 days. The inspection teams consist of inspectors and auditors. The size of the team is planned according to the scope of intended inspection and the complexity of the inspected institution.

Inspectors are recruited from former head-teachers or teachers. Auditors need the appropriate qualification in economy.

**Frequency of inspections:** Do you have set inspection cycles? How long are these? Are they risk-based or not? If risk-based, what information do you use for assessing risk?

CSI has a 6-year cycle. However in case of the risk-based follow-up inspection the time is much shorter. Stimuli for a follow-up inspections arise from former inspection outcomes, from bad external test results, from parents' complaints etc.

**Main business:** Do you do anything that is not inspection? E.g. pre-registration or providers, or other forms of regulation? Are you involved in complaints examination? Do you take part in competition of headmasters?

CSI is involved in complaints examinations. Inspectors take part in competition of headmasters.

CSI collects data on pupils' injuries occurring during educational process and/or during activities directly related to education and provision of school services.

International activities play an important role in the CSI assignments (membership in the EU and OECD activities). A specific and important activity of the CSI is guaranteeing and realization of key international surveys such as PIRLS, PISA, TIMSS, ICILS or TALIS.

Since 2013 the CSI has used certificate external pupils' testing for formative purposes.

## **2. Consequences of inspection**

**Reporting:** Do you publish your reports on institutions? If so, who reads them and how are they used? (e.g. to help parents make school choices?)

All inspection reports have to be published and are used by parents and local authorities.

However, criteria evaluation results and results of testing are not published and these inspection outcomes are used only by schools themselves.

**Grade:** Do you grade institutions? If so, how many do you have? Are there any rewards for getting the top grade? Or any punishment for getting the lowest?

Private schools are graded and the result of grading has impact for them in terms of the size of public financial contribution.

**Knowledge sharing:** How do you use the findings of inspection? Do you use thematic reporting, and publish your findings?

The CSI publishes thematic reports and secondary analyses. Based on obtained and analysed data the CSI organizes presentations, seminars, workshops for govt. institutions (Parliament or Senate), school associations, region and local authorities etc.

**What happens following an inspection?** Do schools shut down? Are the weak ones partnered with other schools; the strong ones allowed to flourish?

In case of serious misconducts the CSI can make a proposal for the dismissal of the head-teacher or even a proposal for erasure of the school from the Register of Schools and School Facilities.

The Czech Republic is now implementing several ESF projects with the help of which the partnership between weaker and strong schools is piloted. The CSI has elaborated a list of such schools.

**What is the stated purpose of your inspectorate?** Do you have a theory of action about how improvement is achieved through inspection?

We do not have any theory of action as yet, however the CSI has a conceptual framework for improvement of an institution.