



THE CZECH SCHOOL INSPECTORATE

(Czech Republic)





CONTENTS

PART I

THE CZECH EDUCATION SYSTEM

General Introduction	5
1 Pre-School Education	8
2 Basic (Compulsory) Education	9
3 Upper Secondary Education	9
4 Tertiary Education	11

PART II

THE CZECH SCHOOL INSPECTORATE

5 Legal Basis and the Scope of Work	12
6 Structure, Budget and Staff	14
7 Inspection Activities and Methods	15
8 How the CSI Evaluates Schools and School Facilities	16
9 Inspection Team	18
10 Inspection Process	19
11 CSI Information Systems	21
Information, Contact, Links	25
References	26

TABLE OF FIGURES

PART I | THE CZECH EDUCATION SYSTEM

General Introduction

Table 1:	Distribution of Responsibilities	5
Table 2:	Number of Schools According their Founders (2014/2015)	6
Table 3:	Economic Conditions of Regional Education (2013)	6
Table 4:	The Structure of the Czech Education System (2013/2014)	7
Table 5:	ISCED Classification - Number of Schools, Pupils, Teachers (2014/2015)	8

Chapter 3: Secondary Education

Table 6:	Three Types of Secondary Education in the Czech Republic	10
Table 7:	The Maturita Final Exam in 2015	10

PART II | THE CZECH SCHOOL INSPECTORATE

Chapter 5: Legal Basis and the Scope of Work

Table 8:	CSI Mandatory Tasks According to the Education Act	12
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Chapter 6: Structure, Budget and Staff

Figure 1:	Regions of the Czech Republic	14
Figure 2:	Organisational Structure of the CSI	15

Chapter 7: Inspection Activities and Methods

Figure 3:	Scheme of the Three Most Common CSI Inspection Activities and Their Outputs	16
Figure 4:	Scheme of the Inspection Activities for the School Year 2014/2015 - Types of Activities	16

Chapter 8: How the CSI Evaluates Schools and School Facilities

Figure 5:	CSI Four-point School Quality Scale	18
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Chapter 11: CSI Information System

Figure 6:	Type Example from the InspIS SET Task Database	21
Figure 7:	Demonstration of „Basic Education Teaching Plan“ in the InspIS ŠVP System	22
Figure 8:	Search Form and Illustration of a School Detail to be Filled in the InspIS PORTÁL System	24

THE CZECH EDUCATION SYSTEM

GENERAL INTRODUCTION

The general right to education, the right to free education at primary and secondary level, and (depending on individual ability and capacity of the society) also at tertiary level upholds the *Charter of Fundamental Rights and Freedoms*, which is part of the Czech Republic's Constitution.

Administration

The central body in the field of education in the Czech Republic is the **Ministry of Education, Youth and Sports** (MEYS), although more responsibilities were delegated to municipal and local authorities (see Figure 1).

The central controlling body is the **Czech School Inspectorate** (CSI). The CSI is responsible for evaluation of conditions, course and outcomes of education as well as for analysis processing in nursery, basic, secondary and vocational schools and in school facilities (e.g. school canteens, youth dormitories), which have been entered into the *Register of Schools and School Facilities* (School Register). Among others the CSI monitors education results, quality of management, efficient use of funds and ensuring compliance with binding regulations, so in this way the CSI acquires relevant and broadly usable data on conditions and quality of the education system in the Czech Republic (for more information about the CSI see PART II, Chapters 5-11).

TABLE 1 Distribution of Responsibilities

MINISTRY OF EDUCATION, YOUTH AND SPORTS especially:

- Determinates basic rules, aims and content of the education
- Executes state administration in the school system and is responsible for the status, strategy and development of educational system
- Proposes laws and regulations in the field of school legislation, issues decrees implementing the Education Act
- Issues *Long-Term Objectives of Education and of the Development of the Educational System of the Czech Republic*; issues *Framework Education Programmes* (FEP) including the standards; issues catalogues of requirements for the maturita final exam common part
- Is responsible for the government financial policy in education (e. g. draws up education budget, determinates principles of its allocation, determines the state normatives for school funding)
- Executes entry/change of entry of schools and school facilities into the *School Register* (only a registered institution has the right to provide education and receive support from public resources).

Territorial self-administration in the school system is executed by municipalities, and regions.

REGIONS:

- Are given a high degree of autonomy
- Are responsible for education in their territory → every 4 years, in compliance with national objectives, draw up their *Long-Term Objectives of Education and Development of the Educational System* of the respective region
- Are obliged to ensure conditions for secondary and tertiary professional education
- Determine the regional normatives, provide financial means to municipalities, regional and denominational schools and control dealing with provided financial means
- Support the education of pupils with special education needs and support the education of EU foreigners
- Submit the statistical data to the MEYS.

MUNICIPALITIES:

- Ensure observance of compulsory school attendance of children with the permanent residence in their locality
- Establish and/or close down basic schools; usually, they establish or close down nursery schools
- Determine the catchment area of the local school
- Ensure the education in nursery schools in the last year before the compulsory school attendance
- Ensure the education of national minorities
- Prepare proposals for allocation of state budget financial funds and submit it to the Regional Office
- Submit the statistical data to the MEYS.

Source: *The Education System in the Czech Republic* (MEYS, 2012).

Autonomy of Schools

Since January 1, 2003, all **schools** have been granted the **status of legal entities**. In the Czech education system, school principals carry ultimate responsibility for the quality of the school and therefore play a more significant role than in many EU countries. They were given full responsibility for the quality of the educational process, for financial management of the school, for appointing and dismissing teachers and for relations with local community and the general public.

Regarding public higher education institutions (*HEIs*), there is a high autonomy of staffing matters in the Czech Republic. On the other hand, the European University Association (EUA) rates academic, organisational and financial autonomy of the Czech universities as "medium-low".¹

Schools can be established by ministries, regions, municipalities, religious societies or churches, or other legal entities (see Table 2).

TABLE 2 Number of Schools according their Founders (2014/2015)

	Nursery schools	Basic schools	Secondary schools	Tertiary professional schools	Higher Education Institutions
Total	5 158	4 106	1 310	174	71
MEYS	7	45	31	0	
Municipality	4 723	3 624	26	0	26 (Public HEIs)
Region	82	270	912	111	
Other resort	0	0	3	5	2 (State HEIs)
Private schools	300	124	299	46	43
Church schools	46	43	39	12	

Source: Statistical data of MEYS

Since 1990, the private and church schools have been established by an amendment of the previous *Education Act* (Act No. 29/1984 Coll). The *Higher Education Act* (Act No. 111/1998 Coll. on Higher Education Institutions) enabled the establishment of private HEIs. There are few church schools, none of which is a HEI in the Czech Republic. Private schools and school facilities can be established by individuals or corporate bodies. No legal format is prescribed. The decision-making powers of private schools are set by the legal framework.

Financing

School founders receive contributions from the state budget (under a special legal regulation) for activities concerning educational process. The funding mechanism changed fundamentally in 1992 from funding for institutions to formula ('per capita') funding: amounts of non-capital expenditures per a pupil/student are set by the MEYS (capital expenditures in not funded on a 'per capita' basis).

Expenditures on education in the Czech Republic come mainly from public funds: from the central stage budget and from the budget of the territorial administrative units – regions and municipalities. Funds are also raised from schools' economic activities and from schools' participation in international programmes. In 2013, **public expenditures for education** relative to GDP were **4.4%** from the state budget.

TABLE 3 Economic Conditions of Regional Education (2013)

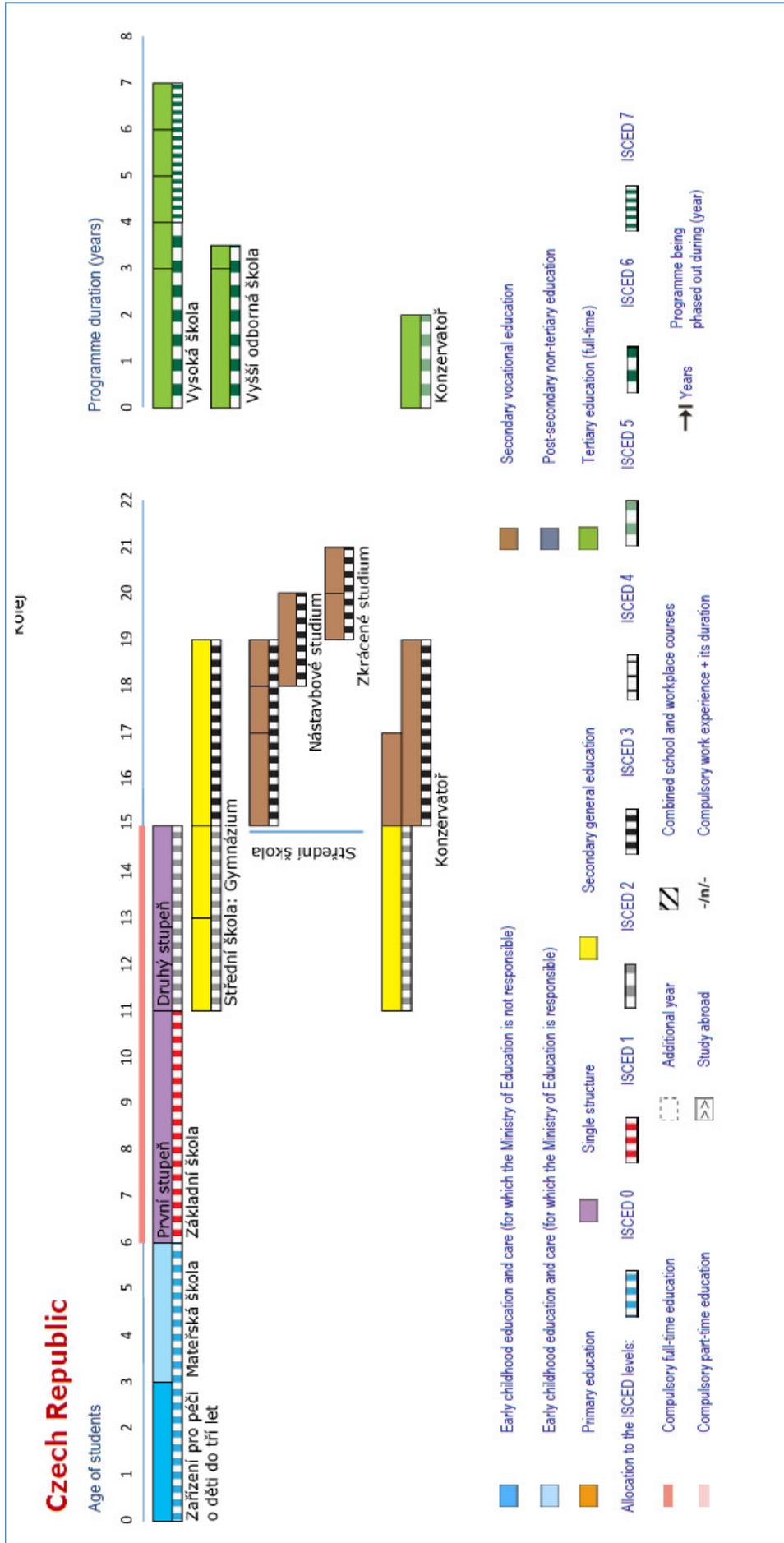
Monitored parameter (according the MEYS statistics)	PRE-SCHOOL EDUCATION	BASIC EDUCATION	SECONDARY EDUCATION
Public expenses (in mil. CZK/€)	CZK 17 846.3 (€ 646.6)	CZK 54 562 (€ 1 977)	CZK 32 118.3 (€ 1 164)
Average pedagogue salary (in CZK/€)	CZK 23 399 (€ 847.8)	CZK 27 000 (€ 978,3)	CZK 27 537 (€ 997.7)
Expenses per 1 child (in CZK/€)	CZK 42 398 (€ 1 536.2)	CZK 59 950 (€ 2 172.1)	CZK 64 194 (€ 2 325)
Average number of children per 1 pedagogue	12.7	14.2	11.2

Exchange rate (03/2015): € 1/CZK 27.6

Source: Statistical data of MEYS

¹ Source: <http://www.university-autonomy.eu/countries/czech-republic/>

TABLE 4 The Structure of the Czech Education System in the School Year 2013/2014



Source: The structure of the European education system 2014/15: schematic diagrams. Eurydice, November 2014, s. 9. Available on: http://eacea.ec.europa.eu/education/eurydice/facts_and_figures_en.php#diagrams

The Table 5 provides an overview of the education system in the school year 2014/2015.

TABLE 5 ISCED Classification | Number of Schools, Pupils, Teachers in the Czech Republic (2014/2015)

ISCED level	Sector	Name of Subdivision in the Czech Republic	Age Range of Pupils	Number of Schools/institutions	Number of Pupils/Students	Number of Teachers*
0	Pre-School Education	Nursery school (<i>mateřská škola</i>)	3-6	5 158	367 603	29 283
1	Basic Education (Compulsory School Attendance)	Basic school - 1 st stage (<i>základní škola - 1. stupeň</i>)	6-11	4 085	529 604	29 888.3
2A		Basic school - 2 nd stage (<i>základní škola - 2. stupeň</i>)	11-15	2 707	324 533	29 240.4
2A	Lower Secondary Education	8-year Secondary general school - lower stage (<i>gymnázium - nižší stupeň</i>)	11-15			3 644.7
3A	Secondary Education	Secondary general school (<i>gymnázium</i>)	15-19	365	127 205	39 070.1
		Secondary technical school (<i>střední odborná škola</i>)	15-19		188 780	
3C		Secondary vocational school (<i>střední odborné učiliště</i>)	15-18	517	94 759	
3B/5B		Conservatoire (<i>konzervatoř</i>)	15-19/21	18 (3B)	3 728 (3B)	1 063.4
5B	Tertiary Professional Education (Non-university)	Tertiary professional school (<i>vyšší odborná škola</i>)	19-22	174	26 960	1 743
5A	Higher Education	University (<i>vysoká škola</i>)	19-adult	71	347 339	

* calculated to full-time employment

Data source: *Statistická ročenka školství 2014/2015 - výkonové ukazatele*. MINISTRY OF EDUCATION, YOUTH AND SPORTS. [online]. 2015 [cit. 2015-03-19]. Available at: <http://toiler.uiv.cz/rocenka/rocenka.asp>

1 | PRE-SCHOOL EDUCATION

Pre-school education is provided by **nursery schools** or it is implemented in the preparatory forms of basic schools. It is regulated by the *Framework Educational Programme for Pre-school Education* (FEP). Each nursery school has to develop its own educational programme.

Educational areas of the FEP for PE

- The Child and his/her Body
- The Child and his/her Psyche
- The Child and Others
- The Child and Society
- The Child and the World.

Nursery schools are designed for children **from 3 years up to 6 years of age** (2-year-old children are currently accepted in some of the nursery schools under certain conditions). Attendance is not compulsory (but 84% of children go to nursery schools). Children in the last year before beginning compulsory school attendance are given preference in the acceptance process.

Nursery schools are generally independent legal entities administered by municipalities, which also usually fund them (except for salaries and teaching aids). The share of private and church founders is very low. Some nursery schools are integrated into primary schools (one legal entity).

Parental contributions to costs are usually required. The exception is the final year of nursery schools (founded by the state, region, municipality or confederation of municipalities), when the education is, according to the *Education Act*, provided free of charge. The amount of the fee is set

by the school principal who also decides on its reduction or remission. Parents contribute to cost of school meals which are subsidised.

Nursery school is usually divided into classes (homogenous/heterogenous according to age). Classes are coeducational and they can fill to 24 children. It is possible to place children with special educational needs (SEN) into a class of a mainstream nursery school and create an integrated class.

Nursery schools can be of full-day (the majority of them) or half-day type centres. Besides there are some boarding school type nursery facilities. In addition to teaching activities, the nursery schools focus on development of children's personalities, broadening knowledge and skills, familiarity with the world around and development of hygienic and social habits and communication skills.

2 | BASIC (COMPULSORY) EDUCATION

School attendance in Bohemia has been compulsory since 1774.

Compulsory education lasts for a period of 9 years, it is designed **for all children at the age from 6 to 15 years**. Basic education is organized in the form of day attendance which lasts for ten months from the beginning of September to the end June. A school lesson lasts usually 45 minutes.

The binding document for education in basic schools (as well as in lower stage of multi-year secondary general school) is the *Framework Educational Programme for Basic Education* (FEP BE), approved by the MEYS in 2005. On the basis of the FEP BE, basic schools have to prepare their own *School Educational Programmes* (SEPs).

All pupils start their primary education in a basic school (catchment areas are defined, but the choice of schools is free).

The basic school has two levels: the first stage covers the first to fifth grades (ISCED 1) and the second stage the sixth to ninth grades (ISCED 2). In the first stage, all subjects are usually taught by one teacher, while at the second stage, subjects are taught by teachers specialising in two subjects or, exceptionally in one.

Classes are coeducational. Pupils are divided into classes by age. The maximum number of pupils per class is 30.

During the second stage (lower-secondary education) pupils have 3 choices how to complete their compulsory education. They can continue at the basic school (used by majority of pupils); or proceed to multi-year secondary general school (6-year/8-year), which is a secondary school providing a general education (used by 11% of pupils); or they can proceed to an 8-year conservatoire.

There is a great number of small municipalities in the Czech Republic. In order to ensure access to schools, there is a large number of small-sized schools (35% basic schools have fewer than 50 pupils) with only the first stage (or exceptionally with only the second stage).

3 | SECONDARY EDUCATION

Secondary education is provided by **secondary schools** with general and vocational educational programmes. The prerequisites for admission to secondary school are the successful completion of compulsory school attendance and meeting the entrance requirements (which may include aptitude test).

By the *Education Act*, secondary education is divided into three categories according to the acquired education/qualification (see Table 6). Pupils attending upper secondary schools are generally

aged **15 to 18/19 years**. The starting age of study is set by the completion of compulsory education or by fulfilling the duty to attend the basic school for nine years (compulsory school attendance).

TABLE 6 Three Types of Secondary Education in the Czech Republic

		Length / Age
ISCED 3A	SECONDARY EDUCATION COMPLETED WITH A <u>MATURITA FINAL EXAM</u>	<ul style="list-style-type: none"> ✓ Secondary general school (<i>gymnázium</i>) ✓ Lyceum (<i>between sec. general school and sec. technical school</i>) ✓ Secondary technical school (<i>střední odborná škola</i>) ✓ Conservatoire <div style="text-align: right; border-left: 1px solid black; border-bottom: 1px solid black; padding-left: 5px;"> 4 years 15-19 </div>
ISCED 3C	SECONDARY EDUCATION WITH AN <u>APPRENTICESHIP CERTIFICATE</u>	<ul style="list-style-type: none"> ✓ Secondary vocational school (<i>střední odborné učiliště</i>) <div style="text-align: right; border-left: 1px solid black; border-bottom: 1px solid black; padding-left: 5px;"> 2-3 years 15-17-18 </div>
ISCED 2C/3C	SECONDARY EDUCATION	<ul style="list-style-type: none"> ✓ Secondary vocational school or practical school <div style="text-align: right; border-left: 1px solid black; border-bottom: 1px solid black; padding-left: 5px;"> 1-2 years 15-16/17 </div>

Some secondary schools (*multi-year gymnasia, conservatories*) also provide a programme of compulsory education and therefore even younger pupils attend them.

Secondary schools are usually public (generally established by the regions), but they can also be founded by other legal entities or registered churches and/or religious societies.

Education is free of charge. Fees are paid only at private or some denominational schools. Parents contribute to different courses organized outside the school or school facility (e.g. swimming, skiing courses). They also contribute to school meals (which are subsidised) and extracurricular courses.

Classes are coeducational (except for physical education lessons). A school lesson in secondary and tertiary professional education lasts usually 45 minutes. A lesson of vocational training and job practice at secondary and tertiary professional education last usually 60 minutes.

Some secondary schools organize also post-secondary non-tertiary education: a **2-year technical follow-up studies to achieve ISCED level 4A**, and (technical or vocational) **shortened studies** to achieve ISCED level 4A or ISCED level 4C). There, graduates with a maturita final exam (see Table 7) or an apprenticeship certificate can improve or broaden their qualification in different fields of study.

TABLE 7 The Maturita Final Exam in the Year 2015

COMMON GENERAL PART	PROFILE PART	
2 compulsory exams: 1) Czech language and literature 2) Foreign language or Maths	2-3 compulsory exams • Determined by FEP/school principal	The maturita final exam (called <i>maturitní zkouška</i>) for the school year 2014/2015 consists of common general part (managed by the MEYS) and a profile part (managed by a school). To succeed at the maturita final exam student must pass the compulsory tests for both of these parts. The school principal determines the offer and number of subjects of the profile part of the maturita final exam according to FEP for the given study programme. The passing of the maturita final exam is a prerequisite for admission to HEIs.
max. 2 non-compulsory exams Foreign language (English, French, German, Spanish or Russian), Maths	max. 2 non-compulsory exams • Offer determined by school principal • School principal may also include optional exam <i>Maths+</i>	

Source: <http://www.nova-maturita.cz>

Special type of secondary school is a **conservatory**. It provides general education and prepares pupils for the performance of demanding artistic or combined artistic and pedagogical activities in such fields of study as music, dancing, singing or drama. Programmes last either 6 years (admitting pupils who have completed their compulsory school education) or, in the case of dancing, 8 years (for pupils who have successfully completed 5 years of basic school). In lower grades the conservatoires must ensure compulsory school attendance. Pupils at conservatoires are taught individually or in groups.

Education is generally completed by passing an absolutorium examination (ISCED 5B).

4 | TERTIARY EDUCATION

Tertiary professional education (qualifications at the ISCED level 5B)

Tertiary professional schools were introduced in the school year 1992/1993 on an experimental basis and since 1995 they have been a stable part of the educational system. Their aim is to fill the gap in qualification needs between secondary and tertiary education. Only students who have completed secondary education with the maturita final exam are admitted, and they are usually 19 years old. Educational programmes at these schools last 3 years of full-time study, medical courses 3,5 years including practical training. Tertiary professional schools can charge fees.

Tertiary professional education ends with an absolutorium. The graduates are awarded a degree "qualified specialist" (*diplovaný specialista*) abbreviated as "**DiS**" and written after the name.

Higher education (qualifications at the ISCED level 5A)

The minimum requirement for admission to higher education institutions (HEIs) is secondary education completed with the maturita final exam. Each HEI decides on the number of enrolled students and on specific admission proceedings. The admission proceedings usually include an entrance examination, in particular a written test, an oral examination or both.

HEIs come under the *Higher Education Act* (Act No. 111/1998 Coll.) and its amendments. By law, higher education for Czech citizens is free of charge. Private HEIs determine their own fees. The law does not set any limit on fees.

All accredited **Bachelor's degree study programmes** last 3-4 years. The studies end with a final state examination and the defense of a thesis. The academic title obtained is a Bachelor (bakalář/**Bc.**) or a Bachelor of Arts (bakalář umění/**BcA.**).

Master's study programmes follow up Bachelor's degrees. Their standard length is 1-3 years. Master's degree studies end with a state examination and the defense of a thesis. The academic title awarded in Master (**Mgr.**), Master of Arts (**MgA.**), Ingenieur (**Ing.**), Ingenieur of Architects (**Ing. arch.**). Students of medicine, veterinary medicine and hygiene finish their studies with a state examination so called „rigorózní zkouška“ and they are awarded the title doctor of medicine (**MUDr.**), dentist (**MDDr.**), or doctor of veterinary medicine (**MVDr.**). All titles are used in front of the name.

A **Doctoral study programme** (ISCED level 6) can follow the completion of a Master's programme and lasts 3-4 years. Doctoral studies finish with a state doctoral examination and defence of a thesis. The title for all fields of study is awarded as a doctor (**Ph.D.**) or title of the doctor of theology (**Th.D.**). Both titles are used after the name.

THE CZECH SCHOOL INSPECTORATE

5 | LEGAL BASIS AND SCOPE OF WORK

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 is headed by the **Chief School Inspector**.

On the regional and nation-wide level the CSI provides an assessment of the educational system in the Czech Republic in the field of education and educational services and thus it influences the education system as an unbiased and independent body. The CSI assesses nursery, basic, 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.

Inspectors visit schools established by various founders: **state, public, private or church schools**. Schools and school facilities are usually inspected within regular inspection cycle which is set to 6 years. The CSI also performs **thematic inspections** – sometimes connected with the usual school inspections, sometimes done as specifically planned surveys.

TABLE 8 CSI Mandatory Tasks According to the Education Act

ACT No. 561, Section 174, paragraph 2

The Czech School Inspectorate at schools and school facilities registered in the Register of Educational Facilities and at workplaces where practicum or vocational training is carried out under Section 65 (2) and Section 96 (2) 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 Register of Educational Facilities, and monitor and evaluate the effectiveness of the educational system;*
- b) determine and assess the conditions, course and results of 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; state checks shall be executed in accordance with a special legal regulation;*
- e) perform a public-legal audit focused on the use of funds allocated from the state budget under Sections 160 through 163.*

Source: <http://www.msmt.cz/vzdelavani/skolstvi-v-cr/act-no-561-2004-coll-of-24-september-2004-on-pre-school?highlightWords=education+act>

The scope of the CSI to assess and to control schools and school facilities is defined and delimited by the following Acts:

- **The Education Act** (No. 561/2004 Coll.) on Pre-School, Basic, Secondary, Tertiary Professional and Other Education
- **The Decree** No. 17/2005 on **Detailed Conditions of Organization of the CSI and of the Inspection Activity Performance**
- **The Code of Administrative Procedure** No. 500/2004 Coll.

- **The Control Act** No. 255/2012 Coll. (control authority)
- **The Financial Control in Public Administration Act** No. 320/2001 Coll.
- **The Personal Data Protection Act** No. 101/2000 Coll.
- **The Petition Right Act** No. 85/1990 Coll.

The *Education Act* defines basic principles and objectives of education where the fundamental criterion is the **effective support for the development of the personality of the child, pupil and student as well as achievement of educational aims in specific schools and school facilities.**

Inspection work is performed also on the basis of initiatives and complaints belonging in terms of their content to the CSI competence. These initiatives and complaints can be submitted by parents, pupils, school employess, founders or other administrative bodies or any other person. Such investigations are carried out in addition to the regular inspection cycle, i.e. ad hoc after receiving an initiative, complaint or petition.

Besides the activities mentioned above, CSI representatives take part in selection procedure for a principal of school or school facility.

Furthermore, the CSI **collects data on pupils' injuries occuring during educational process** and/or during activities directly related to education and provision of school services. CSI has been collecting or continuously registering entries about accidents and injuries since 2005. Schools and school facilities are obliged to provide this data via electronic forms.

International activities play an important role in the CSI assignments. The outputs from specific activities and the gained information is valuable both for an evaluative institution of the CSI type and for the Czech educational policy makers as well as for professionals in general. Beside the experience and evidence from the international education practise represent an important source of knowledge for development of CSI's methodologies and approaches. From the other perspective, through the CSI, the Czech Republic has a chance to introduce abroad partners to its own approaches, methods and tools of education policy and examples of good praxis as well as successes and experience and by that means to strengthen its international position.

Beside its evaluative and controlling assignments the CSI fulfils also partial tasks arising from international obligations of the Czech Republic, most of all the membership in the EU and the OECD.

A specific and important activity of the CSI is **guaranteing and realization of key international surveys** such as **PIRLS, PISA, TIMSS, ICILS** or **TALIS** which provide an important feedback not only to education policy makers but also to teachers and pupils and public. The realization of international surveys is conducted under the auspices of the CSI. Beside comprehensive data collection the CSI also conducts relevant secondary analyses.

The CSI holds a prestigious position within an international context as well. The CSI representatives have been nominated as members of the OECD executive body, specifically in the **Directorate for Education in the Centre for Educational Research and Innovations Governing Board (GB CERI)**. Since 1968 the CERI has been one of the most important world organizations providing data on education. It is responsible for processing and publishing of numerous outputs which present an important insight into an international comparison in the area of education.

An important international obligation for the CSI is its activities within the **European schools**. Two representatives of the CSI, the inspector for the nursery and primary cycles and the inspector for the secondary cycle of the European Schools, which are members of the administrative organs

of the European Schools (the Board of Inspectors), cooperate on creating and developing educational policies, evaluations and assessing processes and organize in-service training for teachers, assure quality of teaching and learning, harmonize and coordinate curriculum development and provide advice and support for directors, teachers, parents and pupils on educational matters.

In 1995 the CSI was one of founders of **Standing International Conference of Inspectorates** (SICI). The CSI was awarded a representation in the SICI Executive Committee. In December 2014, the CSI started the bilateral project (supported by the SICI) with the State School Inspectorate of the Slovak Republic. The main aim of the project is to exchange experience and to learn better the partner's inspection system. The outcome of the project will be a study where key findings and recommendations for improvement will be summarized. The study will be published in December 2016.

Currently the CSI also administers the operation of interactive SICI web pages that provide information, publications and shared international space for communication among SICI members.

The CSI consequently transfers all information data to the whole educational sector. The outputs from concrete activities and the bulk of collected information is a valuable base both for an evaluative institution of the CSI type and for educational policy makers and for professionals in general.

6 | STRUCTURE, STAFF AND BUDGET

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 (see Figure 1).

FIGURE 1 Regions of the Czech Republic



The CSI is headed by **Chief Schol Inspector** who is as a senior civil servant manager who states national policy and strategy for school inspection according to the *Education Act*. In cooperation with MEYS, (s) 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.

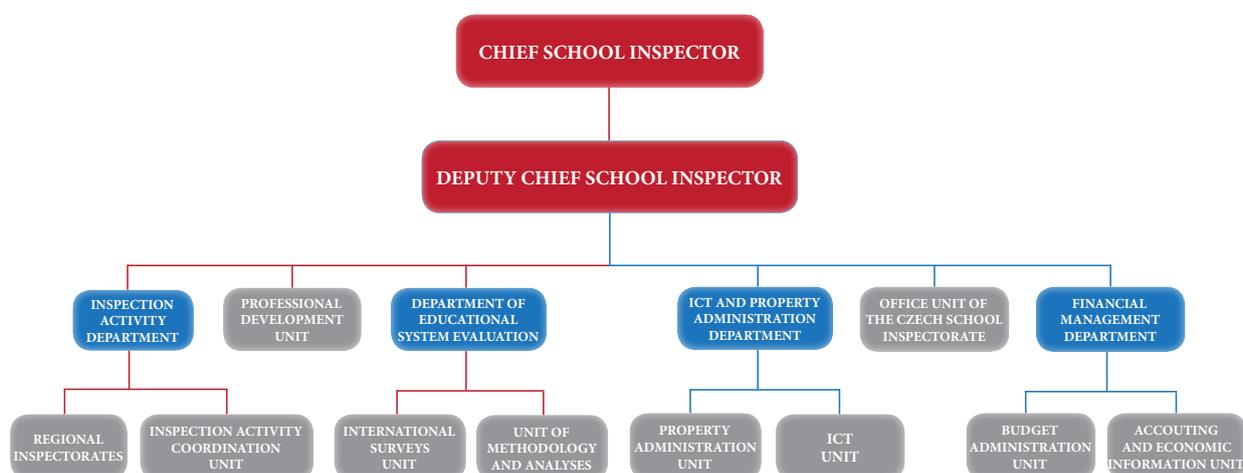
The **Deputy Chief School Inspector** is the second highest ranking representative of the CSI. (S)he organizes and coordinates the work in relation to other organisational departments and units of the CSI (see Figure 2).

Each of the 14 regional inspectorates is managed by the **Director of the Inspectorate**. Regional directors are subordinated to the Director of the Inspection Activity Department.

In March 2015 the CSI has in total 507 employees: **256 school inspectors** and **74 control workers** (auditors). The CSI is supported by serious analysts, methodologists, researchers, IT specialists, lawyers, personalists and other administrative/technical staff and specialists.

FIGURE 2 Organisational Structure of the CSI

The Organisational Structure of the Czech School Inspectorate as of June 1, 2015



In 2015, the annual CSI budget amounts to CZK 288 295 871 (non-investment expenditure).

7 | INSPECTION ACTIVITIES AND METHODS

There are following types of inspection activities:

- ✓ *Comprehensive Inspection*
- ✓ *Targeted Inspection*
- ✓ *Inspection on an Initiative*
- ✓ *Inspection on a Request*
- ✓ *Thematic Inquiry* (as a part of the comprehensive inspection)
- ✓ *Proceeding a Complaint*
- ✓ *Inspection Electronic Survey* (INEZ)
- ✓ *Electronic Survey of Students Outcomes* (InspIS SET)
- ✓ *Follow-up Control*
- ✓ *Control* (a part of comprehensive inspection, investigation of a complaint)
- ✓ *Public-Legal Audit* (a part of the comprehensive inspection, on an initiatives)

Source: *Metodika inspekční činnosti ve školách a školských zařízeních* (October 2014)
 (CSI Methodology for Inspection Activities in Schools and School Facilities)

Each school or school facility (registered in the School Register) should be evaluated by the CSI once every 6 years. The CSI within a **comprehensive inspection** evaluates on one hand the conditions, course and results of education (inspectors analyze school documents, conduct interviews, observe lessons/classes etc.), on the other hand also controls 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 use of funds allocated from the state budget.

FIGURE 3 Scheme of the Three Most Common CSI Inspection Activities and Their Outputs

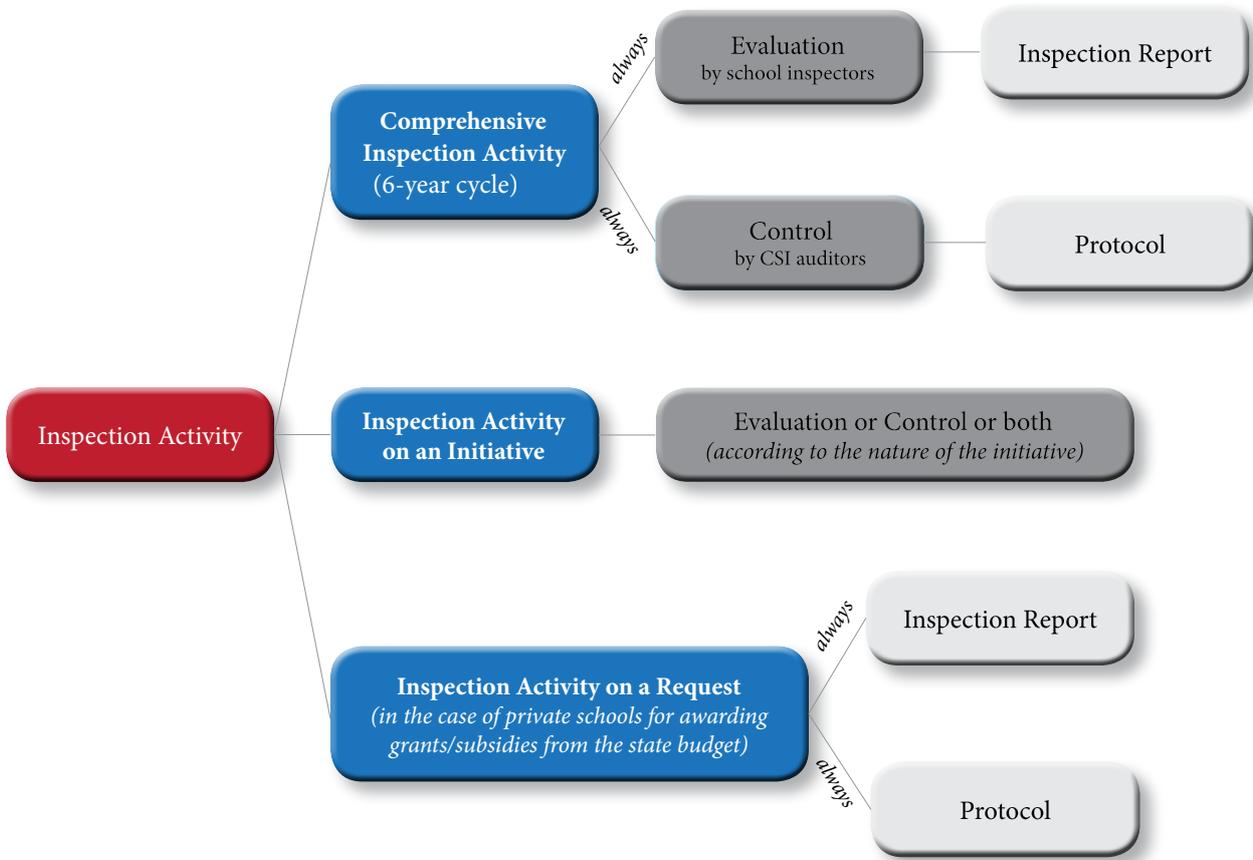
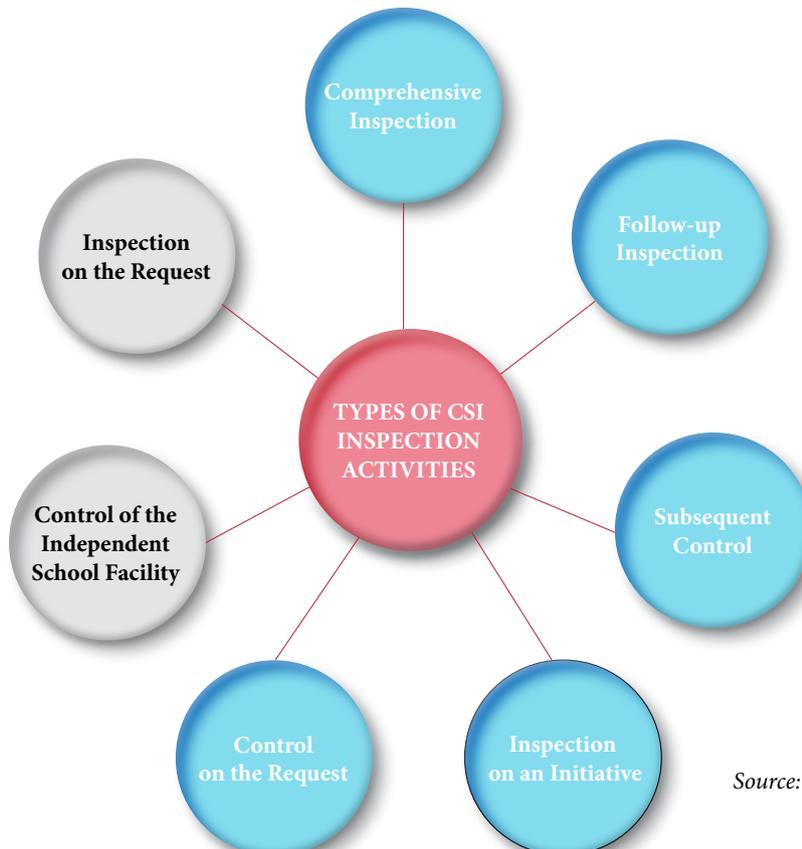


FIGURE 4 Scheme of the Inspection Activities for the School Year 2014/2015 - Types of Actions



Source: Školení k inspekční činnosti (ppt), 28.01.2015

The CSI uses different methods and instruments while evaluating conditions, course and results of education:

- **Observation**
- **Lesson/Class observation**
The CSI does not evaluate individual teachers but educational work throughout the institution!
- **Interviews**
(school management, pedagogical staff, children, pupils, students, School Board members, parents, a school founder)
- **Inspection quantitative analyses (extent, frequency)**
Identifies 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).
- **Questionnaire**
Gather the data on long-term characteristics of the schools/school facilities, such as the school environment, pupils' interests, attitudes of pupils/parents and their personal values.
- **Investigation of pupils' outcomes**
- **Analyses of pupils' outcomes**
- **Comparative text analyses**
→ SEP and its compliance with the relevant Framework Educational Programme
- **Analys of material and personnel risks**
 - **Analyses of school documents and materials**
 - **Inspection calculations**
 - **Analyses of economic indicators**
 - **Comparison of economic indicators**
 - **Analyses of corrective measures taken by a school**
 - **Synthesis of findings and data**
 - **Inspection electronic survey (INEZ) including polls**

Source: *Inspekční řád ČŠI (CSI Inspection Activities Rules, as amended the CSI Regulation No. 3/2015)*

8 | HOW THE CSI EVALUATES SCHOOLS AND SCHOOL FACILITIES

The inspection activity itself is based on two key documents, namely the *Plan of Principle Assignments of the CSI* for the respective year and the set of *Criteria for Evaluation of Conditions, Course and Outcomes of Education*. Both documents are to be yearly approved by the MEYS before the beginning of the respective school year. Both documents are available on the CSI websites.

Since the school year 2013/2014 regular inspections have been planned within a **6 year cycle**. The school is evaluated by **multicriteria evaluation approach**. This system of *comprehensive (institutional) inspection* as such is very well comparable with the systems of inspection in many other countries. Standard and quality of provided education is assessed from the perspective of a child/pupil/student's personal development support and from the perspective of required educational outcomes. Inspectors observe whether the school operates and educates as it should, and what is the quality of provided education in compliance with the *Education Act*. The CSI's tasks are to identify the potential risks and to take initiatives to remove them.

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 subcriteria 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** (Figure 5).

FIGURE 5 CSI Four-point School Quality Scale

- 1** ***State of crisis adequate for removal from the School Register.***
A school or a school facility does not provide education in compliance with principles and rules stipulated in the Education Act; health or security of children/pupils/students or school employees is endangered; the school does not accomplish personal, material or financial requirements. A legal entity carrying out the school activities gave intentionally false data in obligatory reports.
- 2** ***State of risk with a chance for correction within a given deadline.***
Evaluated areas are found to be mostly in a negative state, current activities are not in compliance with legal regulations, the School Educational Programme (approved teaching documents) is not observed, planning, quality and sustainable development management is inefficient or unprovable, serious imperfections occur. The internal control and self-evaluation system is insufficient, incomplete or ineffective.
- 3** ***Required state.***
Ordinary (standard) operational state prevails in the evaluated areas, school activities are in compliance with legal regulations and with the School Educational Programme (approved teaching documents), legal regulations are breached only exceptionally. Observed imperfections are mostly negligible and possible to be removed in a very short time or even on the spot during the inspection activity. The internal control and self-evaluation system is sufficient and complete.
- 4** ***Extraordinary state.***
Perfect conditions unambiguously prevail in the evaluated areas, school activities are in conformity with legal regulations and with the School Educational Programme (approved teaching documents). The school has an internal control and self-evaluation system functional at all levels. The school participates successfully in national and international projects (e.g. development programs, ESF projects). In case of partial imperfections, the school takes measures continuously and succeeds in their realization.

Source: <http://www.csicr.cz/en/About-us/Basic-Information>

9 | INSPECTION TEAM

Inspectors usually work in teams of minimum 2 people. The size of an inspection team and its composition depends on the size and type of a school/school facility and the complexity of the inspection. The inspection team usually consists of school inspectors, control workers (auditors) and possibly invited persons (experts). One of the inspection team member is always a team leader (lead inspector).

The *Education Act* determines the requirements for all possible members of the inspection team:

School inspector (responsible for comprehensive inspections or thematic inspections) may only be a person with *completed higher education and at least five years of pedagogical or pedagogical-psychological work experience.*

Control worker (responsible for checks or public-legal audits) may only be a person who has *completed higher education* and who has *at least five years of professional experience*, or a person with the final maturita exam and at least twenty years of professional work experience.

Other prerequisites for the position of a CSI inspector/auditor (for example clean criminal record, IT skills) are stipulated by special legal regulations.

Invited person is an expert who participates in inspections with regard to the professional assessment of the matter. An invited person works under the supervision of a school inspector/control worker.

10 | THE INSPECTION PROCESS

The average inspection activity at one school usually takes about 2-4 days (depending on the size of the school). It can be briefly divided into following phases:

PREPARATION PHASE

The school principal must be notified about the planned comprehensive inspection in form of a written authorization, at least 3-5 working days in advance. Also a school founder must be informed about the planned inspection. In specific arbitrary cases the obligatory notifying of the school principal need not be observed.

In the preparation phase a lead inspector usually telephones the school principal to make arrangements and to explain the inspection process, answering any questions the school may have. (S)he informs him/her about the subject of the inspection activities, the date of the beginning and the expected date of termination, the scheduled inspection activities, a requested list of documents which will serve as a basis for evaluation or inspection, or inquiry into the complaint, and all the requirements needed for those inspection activities.

Inspectors must be well and properly prepared for the inspection activity so they are able collect all available data on the school. They go through last inspection reports and protocols of the school/school facility and request necessary pre-inspection data. There are several information sources: *the Register of Schools and School Facilities* (on-line database), *school webpages* (where the SEP is usually accessible, School Annual Report, main characteristic of school and conditions for admission etc.) and *InspIS DATA* (the CSI information system for collecting and evaluation data from the inspection activity).

SCHOOL PHASE

The *Education Act* defines areas which the CSI is expected to assess. On their arrival inspectors meet with the school principal and prove their identity with *School Inspector Cards* or *Auditor Cards*. The school principal shortly presents his/her school and hands over all the requested materials. The lead inspector explains the inspection process, informs the principal how individual inspection days will be organised, when he will get conclusions of evaluation.

During the school phase the inspection team gathers evidence, documents, observes lessons and school infrastructure, analyses data, interviews school principals, pedagogical staff and other participants of educational process etc. In the course of inspection the lead inspector continuously informs the school principal about ongoing inspection activities and partial conclusions. So the school has the possibility to remove revealed deficiencies before the end of the inspection process.

During class observations inspectors monitor how the pupils' competences are demonstrated during activities and how the educational strategies formulated in the SEP and teaching models

implemented by the school are respected. Inspectors also monitor the support of the pupils' personal development by teachers, co-operation and activities of pupils, and their evaluation by the pedagogical staff during the educational process. Development of pupils' knowledge, skills and attitudes is evaluated too. Inspectors also assess the material conditions of buildings and class equipment. There is a strong focus on healthy and safety environment.

A final feedback meeting is held at the end of the school visit. Beside the school principal and all members of the inspection the meeting can be attended by a deputy school principal (or senior colleagues) and a representative of a school founder. The lead inspector gives and explains the final judgements on each aspect of the inspection activities, discusses proposals for improving the conditions and highlights inspirational examples of good practice. Simultaneously (s)he sets deadlines for correcting deficiencies (or implementation of proposals for improvement) and informs the school principal about the expected day of delivering the inspection report:

INSPECTION REPORT

Contains ascertained facts presented according to the evaluation scale. It includes conclusions listing both strong and weak points of the particular school as well as deadlines for imperfections removal or improvement suggestions in the assessed areas. In case of private schools an evaluation statement is additionally included into the inspection report which has an impact on financial funding from the state budget. Since 1995 all inspection reports, including comments, are publicly accessible on the CSI website. The Inspection Report is elaborated in two originals (one of them is sent to the audited school, the other one is kept on the regional inspectorate) and it is kept for a period of 10 years on the relevant regional inspectorate.

PUBLIC-LEGAL AUDITS PROTOCOL

The Protocol is not a public document. It is a result of check that determines whether legal regulations relating to provision of education and school services are met and of a public-legal audit focused on the use of funds allocated from the state budget. The protocol contains a description of the audited person, the extent of the audit, a statement on the reasons for the audit, a list of documents and materials crucial for the findings, the findings, recommendations. The Protocol is elaborated in two originals (one of them is sent to the audited school, the other one is kept on the regional inspectorate).

THEMATIC REPORT

- is elaborated on the basis of thematically focused inspections carried out in selected schools. This report is also published on the CSI websites.

Inspectors provide mostly a methodological support for schools. Inspection evaluation outcomes are generally to contribute to the improvement of the quality of education, and to eliminate problems which schools/school facilities deal with in their daily routine.

COMPLETING AND REPORTING PHASE

Written inspection outcomes should be completed usually no later than 30 days after inspection. The results of an evaluation are featured in the Inspection Report or the Protocol. The content of both of them are discussed between school inspectors or control workers and the school principal. The principal confirms by his/her signature that he accepted and read the Report/Protocol. The school principal may comment or object the Inspection Report to the CSI or the Protocol.

The Inspection Report, together with the possible comments of the school leadership and opinions of the CSI (provided by the inspection team) on such comments, is sent without undue delay to the founder and to the School Board. In case of objections to the Protocol auditors can

only comment on the objections. The final decision on objections against the protocol is issued by the Director of the Regional Inspectorate. The Protocol together with the decision is sent without undue delay to the founder.

FOLLOW-UP PHASE

On the basis of the results of the inspection, schools are obliged to adopt measures in order to correct, without undue delay, identified shortcomings, however not later than within the period specified by the CSI. Also the founders need to take measures at their schools on the basis of the inspection activity results. The inspectors come back to school to find out whether the school have removed the deficiencies revealed during the inspection.

In the event that it is revealed that the school/school facility failed to act adequately or gross deficiencies are revealed in school/school facility activities, the Chief School Inspector may submit the MEYS a proposal for removal of the whole school or a school's field of education from the School Register. After that the MEYS decides about the actual removal from the School register. But it is not a frequent case.

11 | CSI INFORMATION SYSTEM

Since July 1, 2011 the CSI has been realizing the *The National System for the Inspection Evaluation of the Educational System in the Czech Republic* (NIQES). It aims at creating a transformed, modern and flexible system of national school inspection, developing new methods and tools for evaluation of the Czech education system quality and ensuring professional development for both inspectors, and for teachers and school principals in the sphere of new inspection procedures.

Within the NIQES project, the new CSI information system has been developed. It underwent several pilot testing and based on their results and also on consultations with representatives of associations active in education the system was adjusted and launched in public operation.

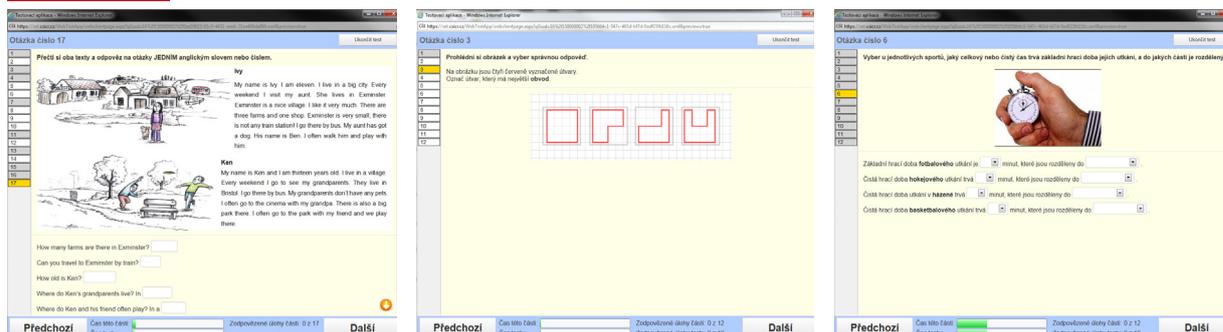
The whole CSI information system consists of several modules with specific functionalities: Some of information systems from the InspIs family might be also used directly by individual schools: InspIs SET – test application, InspIs SVP – a system for school educational programs and InspIs PORTÁL – a web platform for school presentation.

InspIS SET

This system was developed as an **electronic platform for verifying pupils' results in any grade, any subject or literacy, in basic schools, secondary schools and vocational schools**. Besides the governmental selective testing which is performed by the CSI, this system can be used by individual schools for their own electronic testing purely for their needs, based on a headmaster's decision or based on the needs of individual teachers.

One part of the InspIS SET system is also for schools **freely accessible Task Catalogue**, from which schools can choose appropriate test tasks for their own testing.

FIGURE 6 A type Example from the InspIS SET Task Database



The CSI continuously updates this database by test tasks from various subjects and literacies for various grades. The target for June 2016 is a collection of 12 000 test tasks. Schools can also insert their test tasks into the database and/or testing can be performed using test tasks prepared by one concrete teacher for a specific test group. The system is relevantly completed by a testing application specially designed for tablets and smart phones - InspIS SETmobile.

InspIS SETmobile

In 2015 the CSI completed development of a test applications *InspIS SETmobile* designed for users of tablets and smartphones. In April 2015 a pilot testing was performed in selected schools in order to gain a feedback and further suggestions for possible adoptions of the application. In this way the *InspIS SET mobile* will be come as user friendly as possible so as to become an effective and beneficial to for ongoing testing the knowledge and education outcomes of pupils.

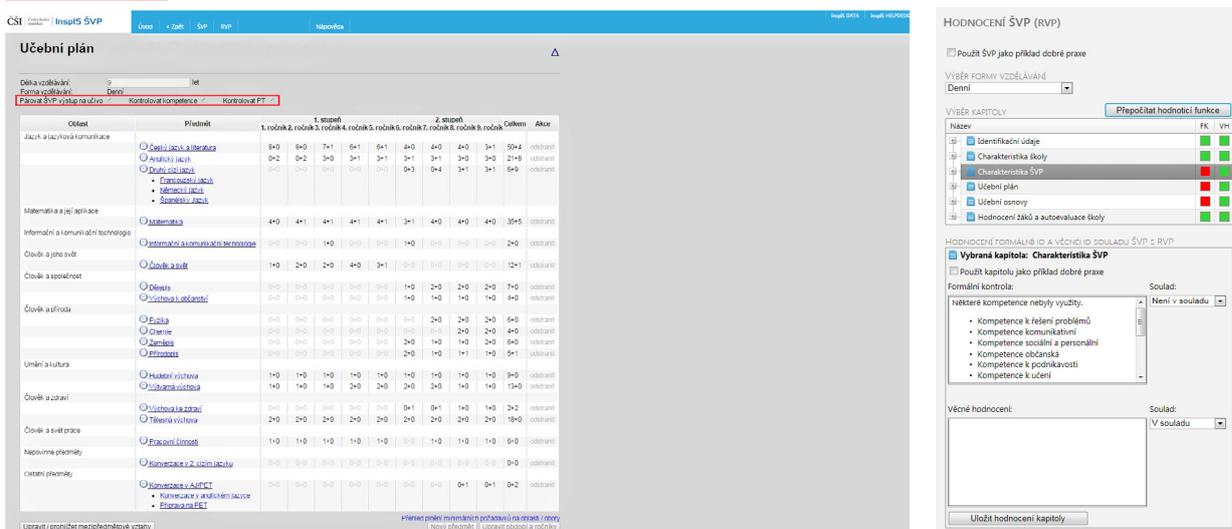
InspIS SET e-learning

The application completes the module for school testing. It enables users the creation of their own educational courses on the school level.

InspIS ŠVP

This system is designed for schools to create and administer *school educational programs* (SEP). Through this application one can comfortably and effectively create, edit and modify a SEP on the basis of a relevant *Framework Educational Program* (FEP).

FIGURE 7 Demonstration of „Basic Education Teaching Plan“ in the InspIS ŠVP System



During creation of a SEP the system systematically leads a user, ensures formal requisites of the SEP and by the means of pre-defined control bonds the system enables to ensure conformity of the SEP with obligatory items and other prescribed parameters of a SEP (according to the corresponding FEP). The system also generates a complete SEP in a standard graphical form and/or it integrates elements of visual identity of the school into the document. The system also enables all eligible workers of the school to cooperate at creation and administration of a SEP.

InspIS DATA

System for data electronic collection and evaluation and evidence of documents while enabling their simple and/or more complicated processing and agenda.

How are the data collected – electronic forms

In case of a new type of data collection the system users create an electronic form (required time – two hours). From this moment the users can collect data through a chosen

method. The data can be evaluated as early as during the course of collection (it is not necessary to always wait for accomplishing the whole collection because a running sample is sometimes sufficient.)

Following persons and entities may/must fill in the forms:

- a) *CSI workers* – a routine activity of the CSI (e.g. school evaluation according to the CSI methodology).
- b) *School principals* – without presence of an inspector by the means of INEZ or for instance as a survey (again “remote” without assistance).
- c) *Teachers and other school staff* – e.g. in regimen of anonymous or non-anonymous surveys and/or e.g. entries on school injuries (more than 30 000 forms a year).
- d) *School founders*
- e) *MEYS and other departmental organizations*
- f) *Pupils, parents, School Board members* – e.g. anonymous or non-anonymous surveys

InspIS DATA enables to manage (module) almost any agenda. The system allows to pre-set a collection workflow – terms, status shifts from one user to another (e.g. school → MEYS/CSI, school → founder → MEYS). The system can also automatically send a mail in case of delay, or inform on progress. All participating users can always view the status of the currently solved case and also who is solving it at the moment.

How is the data evaluated?

- a) Statistics module – an eligible user chooses questions from any form which he/she wants to evaluate and chooses further characteristics for evaluation (e.g. only basic schools over 100 pupils in Central Bohemian Region with data no older than one year). Then the system prepares a data matrix – each row comprises specific data on the school, in columns are responses to chosen questions. The data matrix is further processed – MS Excel or a more sophisticated statistics software.
- b) Compositions and reports – predefined display of selected data which shows on a click the calculated evaluation and interpretation of chosen phenomena including tables and graphs without the user’s obligation to process anything further on. The data are continuously updated from the moment of activation.

Various authorization types can be pre-set in a report – e.g. this is a report for the MEYS and CSI users, no one else is allowed to view them. Another report offers results to founders only from those schools which are managed by the founder - this is an important principle for lowering the administrative burden of schools – the data collected are available to the founders too so that they do not need to search for them in schools again.

In both cases the data are available online as early as during the course of their collection.

InspIS PORTÁL

It is a new web page to present schools towards public that was officially introduced in October 1, 2014. The web site <https://portal.csicr.cz> summarizes in one spot the important and useful information about schools listed in the School Register from nursery schools to conservatories or high professional schools, from public schools to private or church schools. All one must do is to enter the required criteria and InspIS PORTÁL offers a survey of all accessible schools meeting the entered requirements. They also include inspection reports and other CSI reports.

The basic prerequisite for a search is filling in “the school type” in the forms. It means to mark e.g. “nursery school” or “basic school” in the pre-set list. It is useful to geographically specify the

FIGURE 8 A Search Form and an Illustration of a School Detail to be Filled in the InspIS PORTÁL System

ZÁKLADNÍ INFORMACE	
Velikost školy:	1. i 2. stupeň
Nejvyšší povolený počet žáků:	400
Bezbariérový přístup:	ano zcela
Umístění školy v obci:	širší centrum
Dopravní dostupnost:	integrována doprava, autobus, MHD, vlak
Začátek první vyučovací hodiny:	8:00
Roční školné v Kč:	0
CHARAKTERISTIKA ŠKOLY	
Speciálně vybavené odborné učebny:	fyzika, ICT, cizí jazyky, dějepis, hudební výchova, výtvarná výchova, praktické vyučování, biologie
Specifické akce školy (pravidelné):	besídky/akademie, návštěvy kulturních akcí, sportovní dny, škola v přírodě/ozdravné pobyty
Zapojení do evropských projektů:	ano
VZDĚLÁVÁNÍ	
Způsob hodnocení:	známkou
Výuka cizích jazyků:	anglický, německý
Specifické formy výuky tělesné výchovy - sportovní kurzy:	lyžování, plavání, vodácký kurz
Přítomnost specialistů:	školní psycholog, školní metodik prevence, asistent pedagoga, výchovný poradce
Školní družina/školní klub:	ano
SLUŽBY ŽÁKŮM	
Zájmové činnosti:	sportovní, jazykové, výtvarné (např. malování, keramika), hudební, literární-dramatické, taneční, společenské hry, rukodělné
Místo pro trávení volného času: V blízkosti školy:	zahradka, školní dvůr, hřiště, studovna/knihovna sport, ZUŠ
INFORMOVÁNÍ RODIČŮ	
Způsob informování rodičů:	třídní schůzky, individuální schůzky, žákovská knížka (elektronická), telefonická komunikace s učiteli, e-mailová komunikace s učiteli
<p>► Školní družina</p>	

search (region, city/town/municipality, street). The system InspIS PORTÁL enables the use of advanced filters. The magnitude of the school, wheelchair access, public transport accessibility, tuition, foreign language programs or presence of specialists – these are some of criteria which can be eventually added. After filling in the form the InspIS PORTÁL generates a survey of schools which meet the entered criteria. Besides the address, contacts or school's webpage the school characteristic, educational programs and other details of interest are displayed. Schools themselves add these data into the system on voluntary basis. Many of them insert into the inspection portal school annual reports, teaching plans, school educational programs etc. Of course the InspIS PORTÁL will be most effective after as many schools as possible have filled in their individual profiles.

For work with all information systems the Czech inspectorate offers practical trainings for free which take place in different locations of the Czech Republic. The trainings assume the form an interactive instruction whereby groups of maximum 15 participants work with notebooks directly in the systems under leadership of skilled lecturers. Through this practice they acquire practical knowledge for maximum usability of individual systems and their functionalities.

InspIS E-LEARNIG

A tool for distance learning which was launched at the end of April 2015. The courses deal with mastering the InspIS systems and with use of new tools for evaluation. It will serve as a central portal for education provided by the CSI.

InspIS HELPDESK

Provide assistance to InspIS users.

INFORMATION, CONTACT, LINKS

→ **The Czech School Inspectorate (CSI)**

www.csicr.cz

Česká školní inspekce

Fráni Šrámka 37

150 21 Praha 5

Czech Republic

Contact persons:

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hana.novotna@csicr.cz

→ **The Ministry of Education, Youth and Sports of the Czech Republic (MEYS)**

www.msmt.cz

Ministerstvo školství, mládeže a tělovýchovy ČR

Karmelitská 7

118 12 Praha 1

Czech Republic

Other useful links:

<http://www.nova-maturita.cz>

<http://www.eursc.eu>

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Main_Page

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Zákon č. 320/2001 Sb., o finanční kontrole ve veřejné správě a o změně některých zákonů [zákon o finanční kontrole] (The Financial Control in Public Administration Act)

Zákon č. 500/2004 Sb., správní řád (The Code of Administrative Procedure)

Zákon č. 101/2000 Sb., o ochraně osobních údajů a o změně některých zákonů (The Personal Data Protection Act)

Zákon č. 85/1990 Sb., o právu petičním (The Petition Right Act)

Zákon č. 111/1998 Sb., o vysokých školách a o změně a doplnění dalších zákonů [zákon o vysokých školách] (The Higher Education Act)

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Zákon č. 234/2014 Sb., o státní službě (The Civil Service Act)

Vyhláška MŠMT č. 15/2005 Sb., kterou se stanoví náležitosti dlouhodobých záměrů, výročních zpráv a vlastního hodnocení školy (MEYS Decree on Terms of Long-term Objectives)

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