

- Consequently create positive climate in schools, continually monitor its development and evaluate it by using existing tools.
- Focus on further education of deputy school principals, methodologists, subject commission leaders and other persons whom principals usually authorize to execute a part of their powers in the area of management of pedagogical processes.
- Support the planning of pedagogues' further education with the focus on more complex forms of didactics and include also education of children with SEN and gifted children.
- Support schools in group activities involvement (network of pedagogues, innovative activities) together with common feedback and assessment.
- Focus on methodological support of new teachers on the school level. It is desirable to create a structured programme for their initiation at the beginning of their pedagogic practice. Such a programme should include supervision of an experienced pedagogue for sharing his experience and knowledge (mentoring).
- Using the electronic platform *InspIS ŠVP* for development and adjustment of SEP, *InspIS SET* for formative and summative assessment and *InspIS PORTÁL* for communication with the public.

3 Secondary Education and Education in Conservatories

Secondary schools in the CR provide secondary education without vocational certificate and without maturita final exam, as well as secondary education with vocational certificate and secondary education with maturita final exam. Secondary education is designed for those pupils who accomplished compulsory school attendance.

It is stated in the MEYS' statistical data for the school year 2013/2014 that **448 792 students** were educated in **1 331 secondary schools**, of which there were **146 special secondary schools** and **366 secondary general schools** (gymnasias) – by 3 less than in the previous year. Follow-up education was performed in 381 secondary schools (by 19 less than in the year before). The artistic education was provided at **18 conservatories**. The most frequent school founders were regions (69.6 %), proportion of private schools was 23.2% and proportion of church schools was 2.8 %.

Due to demographic development the number of students decreased by 4.7% compared to the previous year. The yearly decrease of secondary school students has been observed since the school year 2005/2006, the total decrease amounting to 22.3%. Proportion of students with a health impairment in the daily form of education (4.4%) has been slightly increasing in past two years. The total of 9 147 students-foreigners were enrolled in secondary schools in the school year 2013/2014.

The **public expenditure on secondary education** amounted to **CZK 33 339.1 mil.** in 2013 (18.6% out of the total expenditures on education).

In the sample of evaluated secondary schools in 2013/2014 there were 98 grammar schools (40%), 124 secondary vocational schools (50.6%), 20 secondary schools providing vocational and gymnasial education (8.2%) and 3 conservatories (1.2%).