

Some positive findings on conditions, course and results of secondary education:

- Quality of school equipment – most of all ICT – has improved.
- High level of school cooperation with social partners – founders, employers, basic schools, universities.
- More source financing of secondary school activities, participating in projects on national, regional and local level.
- Increased frequency of usage of modern technologies – not only during ICT instruction.
- Positive influence of abroad school activities (exchange scholarships, study stays, practical instructions, student and teacher mobility) on quality of education and further professional career of students.
- Support of introduction of compulsory entrance examinations for maturita school programmes by secondary school principals.
- High number of students participating in competitions aimed at theoretical knowledge and/or vocational skills.
- Problem-free organizational management of maturita final exam model with a common and a profile part.
- Increasing number of schools joining to final exam performance according to unified assignments.

Some negative findings on conditions, course and results of secondary education:

- The offer of secondary schools still prevails over demand by potential students. Optimization of secondary school number does not correspond to demographic development.
- Problems with continuous SEP innovations the result of which is that pupils with similar educational field are educated in several grades along several SEP. There is a danger of failing the binding educational outcomes.
- Students, who repeatedly change their educational programmes and thus repeat several times one grade, make the education system more expensive.
- Students are only rarely led to self-assessment and mutual evaluation.
- There is not enough space for students' communication in a foreign language in vocational programmes.
- Worse students' results in the common component of final exam (maturita) especially in mathematics.

CSI recommendations for secondary education:

- Optimize the high number of FEP for vocational education and adjust their content to the *National System of Qualifications*.
- Reduce free capacities which will not be occupied even by larger population cohorts of pupils who accomplish basic education and enter secondary education.
- Responds on high unemployment rate in some fields which do not correspond to regional labour market demand on a long term basis.
- 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 education of pedagogues in active forms of teaching (illustrative – demonstrative, research oriented, projects etc.).