

institutions. They pointed out that these tertiary professional schools are putting only a minor emphasis on the results achieved by applicants during their prior secondary school studies and instead the schools are basing their selections on the ability of the students to successfully pass entrance exams. The conversion of most tertiary-level schools to the more universal use of entry exams as the primary determinant of acceptance prevents the applying students from making full use of their prior academic accomplishments.

Secondary School Administration

The concept plans for the further development of the school, which were to a varying extent prepared by 97.4% of the inspected secondary schools, are based on education documents prepared at both national and regional levels and these plans fully respect the new tasks, which are to be addressed by the schools as part of the ongoing changes. The schools are currently in the process of preparing and testing school educational programmes for those areas of study for which framework educational programmes are already available. All secondary schools offering secondary school programmes, which are accompanied by a graduation exam, have continued with preparations for the new graduation model that has been introduced under the new Education Act. Upgrading their existing curriculum has been the number one priority of the schools.

Secondary schools have certain key areas around which they are focusing their curriculum, including support for education in the area of information and communication technologies (93.5%) and support for foreign languages (86.7% of the schools). One of the positive findings was the fact that the teaching of human rights and tolerance were included as standalone topics in the curricular materials of the schools and the school educational programmes that are currently in the preparatory stage.

Strategic efforts to prevent sociopathological problems were included in the concept documents of 96% of the schools.

Eight-year grammar schools were in the process of finalizing their preparations for implementing school educational programmes based on the framework educational programme in their starting grade. In designing the school educational programmes for their schools, the school administrators were able to successfully utilize the experience acquired by the schools that participated in the 'Pilot G' project (and also the 'Pilot Z' and 'Pilot S' projects) and the results of their own testing of those parts of the educational programme, which have already been finalized.