

Another plus was the fact that the inspectorate didn't come across a single school which was ignoring the forthcoming changes to procedures that are part of the completion of their course of studies. Approximately 10% of the schools took a clever and exemplary approach to their preparatory work, planning and design of future strategies. Compared to the findings from the previous school year, there has been evident improvement. 82% of the inspected schools had existing educational plans in the area of innovative teaching methods and plans for material and technical changes in relation to the newly introduced graduation exam model. All but one of the inspected schools had a plan for preparing students for the optional exam, which is part of the general graduation exam. 53% of the schools had modified their curriculum as part of preparing students for their graduation exams. This was done in an effort to put a greater emphasis on those subjects that are included in the general graduation exam. Approximately 38% of the schools also introduced changes to the curriculum for some of the subjects included in the general graduation exam, in accordance with the catalogue of requirements for the general graduation exam.

With a few exceptions, the administrators of the schools have been able to motivate their teachers to make changes and pursue continuing educational efforts, which can help in making the reformed graduation exam a success. One of the important findings from the inspections was the fact that the preparatory work was being done not just by individual members of the teaching staff, but in 82% of the schools, this work was also being carried out by teams. This is another area where notable improvements were evident in comparison to the previous year (in the previous school year, this number was 63%). This demonstrates that the school administrators, as well as the teachers, are starting to assume a greater degree of responsibility for the proper preparation for the new graduation exam model.

As in the previous school year, this year's inspections have also shown that the schools are making use of feedback mechanisms that focus on monitoring the progress in preparing for the new graduation exam model and monitoring the teaching process at the school and its results. 85% of the schools had their own quality monitoring system. All of the schools inspected had kept track of their results under the current graduation exam model. 77% of the schools participated (at least once) in the 'Step-by-Step' programme (a graduation-dry-run). 74% of the schools had created their own comparative tests and 41% of the schools also used commercially available tests. The results using these procedures are examined by the schools and used to improve the quality of their teaching methods.