

Material Resources in Secondary Education

Compared to the other education levels, the secondary education area has the greatest availability of material resources. The inspectorate rated the material conditions at 96% of the inspected secondary schools as a 'good' or 'functional' standard (or higher), with the remainder receiving a 'below average' rating.

The efforts to upgrade the existing ICT equipment at the secondary schools has continued and improvements were evident in the amenities designed to support the development of reading skills.

The material conditions were rated as 'standard' in 83% of the schools and as 'excellent' in 17% of the schools. Conditions that would be considered risky were not discovered in any of the inspected schools. The material resources available to the students are also routinely used by foreign students who participate in all school and after-school activities along with the other students.

Secondary School Partnerships

The cooperation between the schools and the parents and families of the students has been particularly successful in areas focused on the prevention of sociopathological problems in secondary schools. Another form of cooperation between the schools and the parents is partnerships with professional associations in which parents are members. The ideas and recommendations presented by parents and these associations are reviewed by the management of the schools and often incorporated into the schools' future planning.

At the time of the inspections, 98% of the inspected schools had their own school boards. There hasn't yet been enough time for these boards to have fully come into their own and take advantage of their competencies as outlined in the Education Act. The boards' greatest involvement is in the preparation of the schools' concept plans. When it comes to reviewing the schools' internal evaluations and annual reports, their involvement is of a rather formal nature and usually involves just giving an approval.

As regards the contacts between the secondary schools and their supervising entities, these usually revolve around financial matters; however, the schools are starting to pay more attention to the needs and the specific attributes of the local region in shaping their concept plans and in creating their own school educational programmes. The supervising entities of