

11% of the inspected schools took advantage of their statutory option to evaluate the supervised school, based on existing predefined criteria.

Counselling services are available at the school level (through school counsellors, officers for the prevention of sociopathological problems and other specially appointed personnel). The schools are also working together with local school counselling centres in providing these services. The level of quality at which these services are being provided is generally good and discrepancies were uncovered in less than 5% of the schools.

Most of the counselling provided at secondary schools focuses around assisting with issues involving relationship and personal problems (i.e. typical adolescent problems). Another focus area is support in overcoming difficulties associated with the student's chosen career path and, in some cases, assistance in situations in which the student is frustrated due to having made the wrong choice.

Organizing the Secondary Education Teaching Process

At the inspected secondary schools, both the theoretical and practical parts of the teaching process conform to the existing curriculum documents. Throughout the course of the year, the schools have been incorporating into their teaching the testing of their school educational programmes that they have been preparing. This has been done based on the areas of study for which framework educational programmes have already been prepared.

The majority of the students enrolled in grammar schools are trying to apply for enrolment in a tertiary level school. The interest among the students of secondary professional schools in higher level study programmes has also been increasing. The administrators of the schools provide students with the opportunity to prepare for their selected future areas of study by, for example, letting them get involved in special projects related to their fields of study.

During the inspections, the inspectorate found that the transfer of students to another school does occur, but this is very infrequent. On the other hand, transfers between different secondary school areas of specialization (not really a major but an area of concentration or greater focus) occur more frequently than transfers to a different school (usually after – or even before – the completion of the first grade). These transfers are usually the result of an improperly chosen specialization or the inability of the student to do well in the chosen area.

The education of students with special educational needs is primarily taken care of at secondary schools catering specifically for this type of student. In other secondary schools,