

planning and adopting measures aimed at enhancing education are concerned almost 89% of kindergartens built on lessons learnt from cooperation with parents, founders and other partners. In the context of education towards health, cooperation with parents was exemplary in 38% of kindergartens and more than 35% of kindergartens cooperated with founders in this area.

Management of almost all the evaluated **basic schools** cooperated in decision-making with School Boards (96%) in the school year reviewed. The content of natural science subjects was planned together with a School Board in nearly 80% of basic schools and the content of social science subjects was planned in cooperation with a School Board in more than 84% of basic schools. Management of 99% of basic schools worked with parents when deciding on important matters and those schools also provided parents with information on the success achieved by their children in educational activities. In addition to other things, schools cooperated with parents in the area of preventing pathological social phenomena in basic schools. As regards the aforementioned cooperation, parent meetings, individual contacts between teachers and parents and electronic communication were used. More than 99% of basic schools worked closely with school founders, in particular as regards issues of how to make the operations of schools optimal and matters connected with the financial budgets of schools. Almost 98% of basic schools cooperated with other entities, primarily with educational advisors and psychologists, in solving personal and relationship difficulties as well as matters of future job selection. Basic schools implemented different projects along with state institutions, non-governmental organisations and thanks to donations from private companies.

In nearly 42% of basic schools partnership appeared to be maximally beneficial for management decision-making. Impetus given by the above-mentioned partners was used by 85% of basic schools in developing school education programmes and renewing the content of education. In the framework of planning and adopting measures aimed at improving education, 92% of basic schools built on cooperation with parents, school founders and other stakeholders. In more than 43% of basic schools the partnership with parents, founders and other entities is considered to be exemplary. As regards education towards health, cooperation with parents can be considered to have been excellent in almost 32% of basic schools and cooperation with founders just under 41% of basic schools. Collaboration with School Boards in the matters of education towards health was above-average in more than 20% of the monitored basic schools.

Management of almost all the monitored **secondary schools** (99%) cooperated in decision-making processes with parents and all secondary schools, with only one exception, provided parents with information on the success of their children in education. Cooperation with parents and occupational associations also concentrated on preventing occurrences of pathological social phenomena. Impulses given by parents, school founders and other entities were used by the management of 90% of secondary schools when drafting the objectives of schools, developing school education programmes and introducing innovation into the content of education. Contacts with parents were implemented by various means of communication such as parent meetings, individual contacts and via e-mail. More than 97% of secondary schools cooperated with their school boards on the issues of decision-making processes. For example the content of natural science subjects was planned in cooperation with School Boards in 98% of schools and the content of social science subjects in 89% of schools. Cooperation with school founders, which was unclear only in one school, focused mainly on solving financial and operational issues whilst taking into account regional needs and specificities.