

effectively and in secondary technical schools such resources were well used in 55% of schools. Demonstrating aids were used by teachers of mathematics in more than 65% of SSs.

Table 39: Evaluation of the establishment of mathematical skills and the development of key competences of students in secondary schools

Monitored indicators	Frequency of rating degrees		
	3 (+)	2 (+/-)	1 (-)
Establishing mathematical skills, competence for independent solving of problems	14 %	76 %	10 %
Motivation	14 %	82 %	4 %
Social competences, class climate	27 %	67 %	6 %
Learning competences, active self-learning	15 %	62 %	23 %
Communicative competences, mathematical terminology and symbols	25 %	59 %	16 %
Competences to solve problems	11 %	64 %	25 %

Almost all SSs created conditions for the education of students with SEN. All monitored secondary vocational schools supported students with SEN at an excellent level; on the other hand, no secondary general school (gymnasium), secondary technical school or special secondary technical school provided any support to students who have SEN. 10% of SSs supported gifted students in mathematics in an excellent way, with the best being secondary general schools (13%). In almost 57 of SSs gifted students could solve assigned task individually (at their own pace). However, the overall situation in this area was best in secondary general schools and secondary technical schools. In 38% of SSs gifted students participated in additional activities (presentations, assistance provided to weak classmates, and so on). In the majority of SSs (91%) teachers motivated their students informally and creatively with regard to the students' age and more than 18% of SSs excelled when motivating their students. In more than two thirds of secondary schools students solved challenging tasks from practice and in more than 85% of lessons they used experience gained in other subjects. In more than 29% of mathematics lessons students worked on their own presentations or projects.

The climate in classes and the development of the social competences of students were above average in more than 27% of SSs. In almost all schools students had a constructive relationship with teachers of mathematics and in more than 85% of classes there was a creative climate in the mathematics lessons and students were working with interest. In nearly 62% of lessons of mathematics students were directed to self-evaluation and peer-assessment. One third of schools were developing the competences of students to learn mathematics independently very well. Students solved the model examples by standard methods in almost 84% of SSs and in 69% of SSs teachers included tasks where students had to find solution themselves in their instruction.

In almost all mathematics lessons in secondary schools teachers respected their students; they did not make fun of students if they made an error. The majority of teachers encouraged discussions, expressing students' opinions and a creative approach towards solving tasks in lessons. Students learnt, within discussions, to use terminology and symbols correctly and accurately. The effectiveness of individual solutions was the subject of discussion among students in 51% of mathematics lessons. Students worked with and understood tables and diagrams in almost two thirds of secondary schools. In more than 47% of SSs students presented results of their work. 18% of SSs were developing competences to solve problems very well. The tasks were appropriately demanding in the majority of schools