



difficult for schools to understand them, generates an excessive administrative burden and provides only very little support to the development of the professional potential of teachers. The CSI prepared proposals for changed FEPs because their content does not correspond with the needs of practice (for example unclear terminology, multiple redundant descriptions of already proven prerequisites, material conditions, and self-evaluation). FEPs have not yet been used as binding documents for specifying amounts of funds. The link between the scope of education and a minimum or maximum number of pupils per teacher is not functional, ceilings for minimal classes are missing, and it is necessary to better define the minimal scope of education to be paid for by public funds (it does not matter whether the school strives to behave effectively, its savings go somewhere else).

Excessive Administration in Schools as a Consequence of the Concurrence of More Factors

The preparatory phase and transition of schools to a new system were marked by an increase in the administrative burden of all teachers and mainly of school managements. A concurrence of a number of activities, such as the obligation to draw up new documents according to the Education Act, very demanding procedures to obtain support for innovations (both the MEYS and the ESF), changes in statistical reporting – double reporting, and impact of the Rules of Administrative Procedure on school decision-making, affected the administrative burden. In secondary education this burden was affected, besides the above factors, by changes in enrolment proceedings and delays in the reform of final examinations and school-leaving examinations.

The CSI focused on cooperation with other audit and control bodies and coordinated activities so that the burden of schools could be reduced during checks and inspections.

The CSI found that the most frequent reasons of problems of a number of schools consist in insufficient information and some teachers' distrust of changes pertaining to all age groups.

Further **desirable changes in the behaviour of schools** must be supported by specifying and completing national standards of education, including clear aims, indicators of success and required target values for all levels of evaluation. Updating and implementing the concept of a uniform common part of the school-leaving examination (state school-leaving examinations) in the spirit of the above-mentioned proposed changes is a key to the quality of schools.

Using ICT and access of schools to the internet brought about new opportunities for active cooperation among pupils who possess good information relating to a range of fields of education but are lacking functional literacy to find their bearings in the supply of information of different levels and the leads to concerns regarding some sources which may negatively influence their development.

Schools are lacking a **national strategy for the development of key competences in the context of lifelong learning** (in order to support reading and mathematical literacy). Results of international studies and inspiration from successful education systems are not made use of. The National Plan of Teaching Foreign Languages terminated in 2008 and a new one has not yet been developed. There is no national strategy for the monitoring system and evaluation of educational achievement in the most important points of the educational path of pupils/students. The efforts and involvement of teachers are affected neither by age nor their teaching time. The most effective motivation was the option to participate in development projects and the possibility to affect the strategies of their schools personally. A number of teachers were willing to devote their leisure time to further education and they even partially participated in financing their training courses taken within the further education of teachers. **Desirable development and**

