

school subjects. Only exceptionally is this topic included as a separate subject or module. The latter practice was apparent in the schools visited in such fields of education as Health System and/or Pedagogy, Teaching and Social Care. The required cross-subject topics (in the secondary vocational schools mainly Citizens in Democratic Society, Humans and the Environment and Humans and the World of Work) were demonstrably included in class instruction in the vast majority of schools, but there were some doubts about the real incorporation of such topics in the instruction in approximately one fifth of schools.

Table 55 Occurrence of activities supporting education towards health (data as %)

Monitored activities	Secondary schools	
	Total	of which SGSs
Activities relating to OHS	23.7	8.1
Development of motor skills	7.9	6.8
Support for a healthy lifestyle	24.9	33.8

The CSI adversely evaluated mainly the provision of education aimed at the development of motor skills. Ss focused rather on the issue of OHS and the provision of protective aids and clothes to students participating in practical training.

School Injuries in Secondary Schools

The CSI registered in total 12,839 injuries in Ss and their share of all school injuries was 27.4 %. The index of school injuries (the number of injuries per 100 students) was 2.39, which means that the figure is higher when it is compared to that of the previous school year. Most often extremities were injured (arms – 47 %, legs – 35 %); almost 60 % of injuries happened in gymnasiums. Such findings relate, apart from other things, to the low level of support for education towards health in secondary schools.

Innovations in Secondary Education

The main changes occurring in secondary education in compliance with the 2007 Long-term Policy Objectives were a newly published FEP SVE and follow up creation of school education programmes. As regards secondary education the CSI monitored the support for the development of functional literacy. In doing so the CSI focused on innovation of the content, forms, methods and adaptation of the organisation of teaching according to the needs and competences of students and concentrated also on the involvement of schools in development projects. In general, the CSI evaluated the support for functional literacy as being at the required level in 86 % of the visited schools while risks were ascertained in about 14 % of Ss.