



projects. On the other hand, the utilisation of school capacities dropped and per capita expenditure fell as well, which is negative. Rewards of teachers paid for their innovative activities in relation to reforms in compliance with the 2007 Long-term Policy Objectives are questionable.

Implementation of the new form of the school-leaving examination led to increased costs of schools (up to CZK 745 per student). When this amount was compared with amounts allocated for the further education of teachers and funding for purchases of ICT equipment it was evaluated negatively both by schools and by the CSI. Under the original objective of the Education Act, the estimated annual costs of school leaving examinations were about CZK 55 million (of which the expected subsidy from the state budget was CZK 36 million). However, the subsidy provided for support of the 2010 school-leaving examination and allocated from the state budget amounted to approximately CZK 300 million.

Involvement of Secondary Schools in MEYS Development Programmes

In the school year 2010/11 the number of MEYS development projects in SSs was lower than in the previous school year (39.7 % of SSs). All schools providing education in the fields completed by the school-leaving examination were engaged in some projects aimed at reform of the school-leaving examination and in programmes of the further education of teachers aimed at the preparation of the common part of the school-leaving examination and organised by the Centre and the National Institute for Further Education. The results of the monitoring of development projects implemented in the secondary schools visited are to be found in Part B, Table B 11. Beyond the framework of the preparation of the school-leaving examination, schools used the financial support to minimise the impact of a year-on-year drop in the number of students, to tackle some regional specificities while taking into account the density of population in 2010 and to support socially disadvantaged students of SSs.

The decline in participation in national projects was compensated for by the growth in the number of schools which received resources from the ESF within the Education for Competitiveness Operational Programme. Altogether 55 % of schools became beneficiaries of ESF funds. As far as regional projects are concerned 39.4 % of SSs received financial support and 33 % of schools were successful when applying for participation in local projects which were implemented in cooperation with municipalities. School specific projects were observed in 31 % of the schools visited. The share of active schools was 94.5 % of the SSs visited and the average share of ESF subsidies in total expenditure per performance unit was 0.4 %.

VI. School Systems of Self-evaluation and Checks

School Self-evaluation

The area of assessing self-evaluation systems of schools and the evaluation of other checks also includes results arising from analyses of implemented measures adopted on the basis of self-evaluations with the aim of improving individual as well as group educational achievement in accordance with SEPs. The results of analyses of risks inherent in internal control systems were evaluated in