



tivities were detected in 95.6 % of SSs. An option to be actively involved in global ESF projects at the regional level had positive impacts on the SSs concerned. However, there were still problems regarding the prevention of student failures.

Evaluations demonstrated that 81.7 % of SSs conformed to the requirements of management and effective strategies. A substantial growth, in comparison with the previous school year, in the number of schools displaying serious risks (8.8 % of SSs) was reported. The share of schools evaluated at the level of good practice saw a considerable decline. This was caused by the coming together of changes brought about by requirements of reforms implemented in secondary education and at the same time SEPs were developed and introduced. Moreover, examinations for accomplishment of secondary education were essentially changed, which led to the necessity to provide further education of teachers in order to gain new competences but all this brought about a large growth in the administrative burden.

In total 97.2 % of SSs were positively assessed in the area of support provided to pedagogical staff. Many teachers were engaged in the development of SEPs, participated in the further education of teachers and in development projects. And it was this segment of the education system which exhibited most experts and teachers having a specialisation. When conditions for teachers in SSs are compared with those of the previous year it can be stated that they have improved, but the worsened school climate must be considered as negative.

With respect to assessing school self-evaluation systems and checks, a total of 89.5 % of SSs were evaluated positively; on the other hand the share of schools with detected risks was the highest among all segments (10.5 % of SSs). Passivity of School Boards persists and there are also insufficient links between the School Rules of Order and rules for the assessment of students according to SEPs. It can be assumed that further changes in self-evaluation systems will encourage gradual implementation and clarification of the model of external assessment of students who are leaving the given level of education.

