

back an enrolment card. With regard to prescribed deadlines it can lead to real restriction of the choice of the applicant. The CSI also pointed out that the proposed amendments are not conceptual, are not well justified and do not have links to relevant provisions.

4. In February 2011 the CSI drew up comments concerning the MEYS proposal of the 2011 Long-term Policy Objectives of Education and Development of the Education System in the Czech Republic. The CSI mainly highlighted the vaguely formulated priorities and the absence of indicators to assess the required standard. Further, the CSI noted that the objectives do not sufficiently take into account economic possibilities and impacts and they do not reflect the legal status (moreover, nor do they propose real amendments *de lege ferenda*).
5. In April 2011, as a follow up to the monitoring of preparations for the school-leaving examination in 2011 (including mock school-leaving examination in 2010), the CSI drew up and submitted to the MEYS suggestions and comments relating to the situation pertaining to the school-leaving examination. The CSI drew particular attention to the risks arising from technical and organisational problems and from unclear legal status in some areas (the identity of the person who received test documents was not verified, outdated data of the Centre for Evaluation Information on Education concerning addresses of schools, the time for taking over documents is not always met, the content of the documentation delivered is incomplete, in some schools the commissioner did not manage to meet all the assignments; technical problems with digitisation, errors in results received from the Centre after the mock school-leaving examination).
6. In May 2011 the CSI wrote notes on the proposal of the MEYS for the amendment to Act No. 109/2002 Coll. on the Execution of Institutional Education or Protective Education in School Facilities and on Preventive Educational Care in School Facilities and on the Amendment to Some Other Acts, as amended. The CSI pointed out mainly terminological and formulation inaccuracies which led the proposed amendments to being unintelligible and ambiguous and they complicated the implementation of the intended objectives in practice.
7. In June 2011 as a follow up to monitoring the course of the “sharp” school-leaving examination according to the new concept the CSI drew up and submitted to the MEYS suggestions to modify the “design” of the school-leaving examination. In doing this the CSI pointed out the following aspects:
 - a. demands on financial resources,
 - b. school burden (in addition to the financial burden, there is the organisational and administrative burden),
 - c. rules for remuneration of persons participating in the school-leaving examination as assessors, teachers authorised to distribute and collect tests, school-leaving examination commissioners and chairpersons of examination boards (in this case not only the running of the examination itself must be taken into account but it is necessary to consider further education for the purpose of receiving certification),
 - d. the effectiveness of individual parts of the school-leaving examination (as a compromise between purposefulness, necessity of individual components and demands on financial resources and organisation),
 - e. the quality of examination documents (tests and their instructions),