

- f. the burden on students with regard to the extensiveness of the school-leaving examination.

Main proposed measures:

- to support modifications in the schedule (already proposed by the MEYS), i.e. written tests (tests, essays) should precede oral examinations,
- to consider the option of shortening the length of the whole school-leaving examination (modified range up to three weeks),
- to consider the effectiveness and efficiency of the common part of the school-leaving examination taken in the form of a written test and an oral examination,
- to consider the effectiveness of two levels of difficulty of the examination,
- to decrease demands on administration.

At the same time the CSI drew up and submitted to the MEYS comments concerning the proposed amendment to Decree No. 177/2009 Coll., on Detailed Conditions for Completing Education in Secondary Schools by the School-leaving Examination, as amended. In addition to the above mentioned suggestions the CSI also highlighted other problematic areas (inter alia, the necessity to specify the date on which a pupil ceases to be the pupil of the relevant school once he/she passes the school-leaving examination, to ensure that Annex 4 complies with the text of the Decree or the Act, to unambiguously specify the dates for sitting the examination).

8. In June 2011 the CSI prepared comments on the proposal of the MEYS to launch a pilot review of the individual education plan (generally known as the agreement with parents). A beneficial objective to review other methods of providing education and cooperation with parents, in particular with regard to problematic cases where the use of tools stipulated in the Education Act was not efficient enough (according to the proposal and later in accordance with the published final version). The pilot review makes it possible to go beyond the Act without precisely defining the purpose, direction and limits of a clearly specified hypothesis. A strict obligation to describe individual steps and monitor and evaluate impacts is lacking.

In addition to the aforementioned, comments and suggestions concerning other areas applied in the course of the school year 2009/2010 (see 2010/2011 Annual Report of the Czech School Inspectorate) were not projected in an appropriate manner.

During the school year 2010/2011, as a follow up to its inspection activities, the CSI initiated the publication of interpretations and opinions regarding other areas of education legislation in order to unify the interpretation of different institutions and bodies of the Czech Republic.