



cation of teachers, were observed together with a permanently falling share of expenditure on textbooks and teaching aids. Positive impacts of projects such as “EU Money for Schools” were not yet apparent in the past school year. However, in the upcoming period an improvement in the conditions for teaching foreign language and ICT can be expected. The financial preconditions of schools have deteriorated and restrictions of the state budget have not been adequately compensated for by the ESF support. Measures adopted in the area of per capita financing (normative funding) went some way to closing the gaps in unit expenditure per pupil between individual regions, and, moreover, the MEYS is preparing reform of school funding.

With respect to assessing school self-evaluation systems and to checks a total of 90.2 % BSs achieved the required level and therefore the gradual enhancement of school self-evaluation systems must be considered as being positive. In a number of cases errors found by inspectors were corrected during the inspections themselves. Control systems of OHS were affected by the external influence of changes in the methodology of registering school injuries. In the meantime it is impossible to lower the administrative burden of schools due to their legal personality and requirements stipulated in the Act on Financial Audits.

The absence of standards pertaining to the content of instruction as an integral part of FEP BE (standards for 5<sup>th</sup> and 9<sup>th</sup> grades) has persisted.

