



A substantial growth in the share of students of the 4th grade who failed was one of the side effects of the common part of the school-leaving examination. Self-evaluation systems in secondary schools reacted to the level set in mock pilot testing of the common part of the school-leaving examination in schools by stricter marking and by increasing school minimum standards in the fields of education completed by the school-leaving examination.

Better results were brought about by the school-based (so called profile) part of the school-leaving examination, which examined mainly the knowledge and skills typical of the profile of a school leaver (“graduate”) of the given field of education. In the initial phase the number of compulsory school-based examinations was not established uniformly. Every head teacher was empowered to specify the number of examinations and to define their content and form. Under the Education Act students were obliged to take at least two school-based examinations, but not more than three. In a range of schools this choice simulated students’ future “transfer” to the situation according to the requirements of FEP VE. As regards vocational education, problems with the preparation of SEPs and curricula occurred mainly in terms of maintenance of the number of practical skills in the school-based component because such skills represent a necessary standard for recognition of qualifications for further professional development in the context of school leavers’ competition in the labour market. And in this respect there is a contradiction with the obligation to ensure a higher rate of general education according to the catalogue of target requirements relating to the common part of the school-leaving examination and according to FEP.

Adaptation of Students in 1st Grades of Secondary Schools

The CSI monitored the activities of schools aimed at the successful transfer of students between individual levels of education or the adaptation of students coming from other schools due to their failures there.

A total of 10.8 % of students left the visited schools during their attendance of the 1st grade. In the course of the school year 5.2 % of students came from other schools and the most frequent reason for their transfer was failure in the field of education they had studied in the school which they decided to abandon. The following overview demonstrates the results of thematic surveys conducted in secondary schools and compares fields of education in secondary general schools and secondary vocational schools.

