



When **monitoring the preparedness of schools** for the new school-leaving examination in 2011, the CSI found, in particular, the following:

- **risks in staffing** – in 32 schools a school-leaving examination commissioner was not duly trained; assessors of 17 schools were not trained and in nine schools teachers authorised to distribute and collect examination tests were not trained whilst 108 schools had not appointed substitutes for the positions necessary to cover school-leaving examinations in 2011;
- **financial risks** – increased demands on administration;
- **communication risks** – some schools drew attention to the problems that occurred in communication with the Centre; materials and information were considered to be chaotic and voluminous; essential information was forwarded just before the examination itself.

**The CSI positively evaluated the highly responsible approach of head teachers towards organisation of the school-leaving examination** (98 % of schools), which consisted of sending teachers to participate in training courses held by the Centre, but also of internal training of teachers, in giving clear, binding instructions concerning the organisation of the school-leaving examination and in the demonstrable provision of information to students about the organisation of the school-leaving examination.

The course of **the school-leaving examination** was **supervised by the CSI** in 88 secondary schools. Among these there were schools chosen by the CSI as being risky on the basis of the results of previous monitoring of their preparedness, but also schools marked as being risky by the Centre, and finally schools included at the requests of founders and the MEYS. Further there were some schools which were organising the school-leaving examination for the first time along with schools which had not encountered any problems relating to the preparation of the school-leaving examination. Schools were equally represented according to their types (secondary general schools, secondary technical schools, secondary vocational schools, conservatoires), according to the forms of education, according to their founders (regional, private and church schools) and also according to the number of students who were to take the school leaving examination (schools with up to ten potential school leavers, but also schools with more than 300 students who were to sit the school-leaving examination).

The findings of the CSI correspond with the summary results of the Centre, indicating that 19.5 % of daily students failed. As regards other than daily forms of education then 31.5 % of students failed. An extreme case was observed by the CSI in one secondary vocational school, where 43.7 % of students failed the oral examination. Students of some artistic fields of education also had problems and the CSI recorded a failure amounting to 70 %. Moreover, 30 % of students of distance learning failed.

Approximately 23,700 students filed an application for participation in the school-leaving examination; however, about one fifth of them did not sit it.

School-leaving examinations in the autumn examination period of 2011 were organised for students who had to resit the examination or decided to take the examination on the substitute date.