



- In the autumn examination period there were **problems with the organisation of examinations** (placing three examinations in one classroom at the same time, non-corresponding numbers of classrooms, not enough classrooms, dates of examinations displayed on the data digitalised portal did not correspond with a single schedule and there were errors in the lists of students).
- In the autumn examination period there were also technical problems concerning the digitalisation of documents and the quality of some printed hard copies of examination tests was quite low.
- **Insufficient cooperation of “home” schools** with schools designated by the Centre for holding examinations, in particular, in the case of conditions conceded to some students and adapted to their needs when sitting the school-leaving examination. To this end some schools attempted to get necessary aids at the last minute.
- Some schools designated by the Centre to hold the examinations had **problems with providing assessors** (for example in the case of the Spanish language).
- Problems also occurred with respect **to some equipment and aids** necessary for taking examinations in the autumn examination period – schools lacked the required numbers of dictionaries, mathematical and periodic tables, calculators and spelling rules. In one case the school did not have a barrier-free access for students who had a right to the conditions adapted to their needs when sitting the school-leaving examination.
- Cases of students who were not **able to prove their identity** (the loss or theft of an ID card, an invalid passport) **in a school designated by the Centre** were reported. Such cases were operatively solved in cooperation with the officials from the Centre or the management of “home” schools (for example arrival of the relevant deputy head teacher to identify the student).

Reform of the Final Examination (zaverecna zkouska)

In the fields of education completed by an apprenticeship certificate reform of the examination, which must be passed in order to accomplish the studies, was carried out. The examination is specified as the uniform assignment of tasks (a common standardised component) to be completed within the relevant field of education. Reform was carried out within the Education for Competitiveness Operational Programme and implemented by the National Institute of Technical and Vocational Education (later renamed the National Institute for Education, School Advisory Centres and Facilities for Further Education of Teachers). This reform covered several fields of education.

In the school year 2010/2011 uniform assignments of tasks were implemented in 407 schools with a total of 1,625 fields of education. The examination according to the uniform assignment of tasks was taken by 22,724 students. Of this number, 76 % of schools were included in the education category H, where the exam was sat by 21,491 students, and 28 % of schools were included in the education category E where the examination was taken by 1,233 students.

The National Institute of Technical and Vocational Education was responsible for preparing a new type of examination and information provided to schools