



The CSI focused, during the transitional period, on monitoring innovations in the content of curricula for secondary education and their organisational arrangement within the preparation of schools for the reformed school-leaving examination. The main topics of the school year were, within the programme cycle of the CSI, the teaching of foreign languages and ICT equipment in schools. In total 1,430 inspections and 268 follow-up inspections were carried out, during which 122 SEPs BE were evaluated in the past school year at the lower secondary level of six- and eight-year SGSs while in other schools the CSI monitored innovations of valid teaching documents. Summarised evaluation encompasses findings arising from 98 complaints containing 223 indications of problems and gathered through participation of school inspectors in 57 selection interviews. Summarised data also stem from analyses of school documentation, on-the-spot checks, i.e. observations and interviews with pedagogical staff, and questionnaires completed by students. The CSI uses a multi-criteria logical framework specifically modified according to currently valid legal regulations covering secondary education for the evaluation of schools.

A.3.1

Provision of Secondary Education

The Number of Secondary Schools was, according to statistical records, 1,438, of which 377 were secondary general schools (SGSs). The number of secondary technical schools (STS) saw a decline by 9 schools (i.e. by 1%). The territorial network of SGs is stable. Optimisation of processes concerning STSs is led by the aims of regional policies.

In the school year reviewed the CSI visited 719 SSs (50% of all registered SSs), of which 253 were SGSs (67.1% of all registered SGSs). As far as SSs are concerned the ratio between demand and supply was 1.2, as regards SGSs this ratio was 1.4. The ratio between students who passed a school-leaving examination (SLE) and students who completed their education by apprenticeship certificate (i.e. they passed a final examination; FE) was 3.4.

Optimisation of Processes

Regional optimisation projects within which large schools are being established (sometimes with the highest permissible number of students, more than 2,000) cause administrative difficulties (legislative and property-related), organizational problems (merging of pedagogical staff with different company cultures, traditions, management style; merging and accepting drawn up SEPs, but in many cases also transfers of teachers and students between individual facilities of a merged organisation), personnel problems (changes in the management structure of the succession organisation, staffing of individual teachers' jobs – specialists and other employees) and technical difficulties.

The establishment of centralised school facilities has a range of negative consequences – an anonymous environment which essentially limits the effective prevention of socio-pathological phenomena, leads to a deterioration in the social and work climate in schools, worsens transport accessibility, disputable economic contribution of merged schools, merges of schools with totally different (incongruous) educational focus which restricts the effectiveness of using the professional potential of pedagogical staff as well as of the material background.

Students in Secondary Education

According to statistical data the total number who enrolled in SSs was 527,045 in the daily form of education. The year-on-year decline in the number of secondary school students was 1%. The share of students in secondary education in the corresponding age population moderately increased and reached 92.3%. When nation-wide statistical records are taken into consideration the average number of students in SSs was 26.1, in