



SGSs there were 27.7 students in one class and 12.2 pupils are allocated to one teacher of SSs.

The ratio of school-leavers of SSs to newly admitted students was 0.79 in general, while in SGSs it was 1.02. Thus it may be inferred that during the studies students leave secondary technical education and complete their studies in SGSs.

In 2,889 visited classes the CSI ascertained the number of students enrolled and the number of students actually present in classes. As far as SGSs are concerned the number of enrolled students was 23.4 and the average number of students present was 20.6. The average participation in classes was 87.9%. The share of unexcused absence of the total number of absent hours was 0.5%.

In other SSs the average number of enrolled students was 19.8 and the average number of students present was 16.5. The average participation in classes was 83.1%. The share of unexcused absence of the total number of absent hours was 4.3%.

### **Provision of Secondary Education for Students with SEN**

Institutional care was provided in 125 secondary special schools. According to statistical records other SSs registered 8,673 students with SEN, which accounts for 2.9%. When secondary education is compared with basic education, where 8.9% of pupils of this category are registered, the CSI stated that there was a discrepancy and risk in the consistency of care and support when students proceed from the lower level to a higher level of the educational cycle.

### **Innovation of the Content of Education and Development of School Education Programmes for Secondary Education**

In the past school year all SSs, with only a few exceptions, prepared the transfer to their own SEPs. The specific feature of this area is represented by multi-specialty schools in the segment of SVSs. This is exceptionally demanding for head teachers and pedagogical teams, who have to draw up large numbers of SEPs and interconnect them. Optimisation objectives of regions encompass the efforts to “incorporate” secondary general schools into such schools too.

The creation of SEPs is also affected by an unclear concept concerning the issue of the completion of studies by a school-leaving examination when, after the FEP SE had been published and SEPs were in preparation, it was decided that there should be an obligation to offer two levels of such exams within one framework. Requirements for general education are more demanding and problems related to the need to increase the total number of standardised weekly teaching hours, including the obligation to divide the minimal number of classes into groups, have not yet been resolved. The number of hours should be increased minimally by two hours per week so that the profile of a school-leaver is maintained at the quality required for the outputs of technical and vocational education.

Parallel preparation of SEPs and changes to the conditions for admitting students were exceptionally difficult for the managements of secondary school and represented an excessive administrative burden.

In the preparatory period the CSI monitored innovations of the content of education, innovations of methods and teaching procedures, support for development of information literacy and the promotion of the teaching of foreign languages. The CSI concentrated in particular on the instruction of English. Detailed results are included in Part B.3.

99.8% of secondary schools use valid teaching documents for secondary education. Piloting testing approved by the MEYS was carried out in 3.4% of SSs. When modifying and innovating their teaching documents, 79.2% of SSs referred to the transitional provisions of Section 185 (1) of the Education Act. The most frequent shortcomings