



When drawing up SEPs it is necessary to incorporate principles for the support of students with SEN and exceptionally gifted students in all fields of education; however, principles aimed at the adaptation of students when they change the field of education are missing as well.

Attention should also be paid to finalising systems of school self-evaluation, in particular, it is important to involve teachers. A number of Pedagogical Boards are currently only formally engaged both in outlining and drawing up SEPs and in self-evaluation of their schools. The majority of classification principles included in the Rules of Schools still focus on the evaluation of a large volume of factual knowledge and thus they do not fully comply with the aims of curricular reform.

Systemic Risks of Secondary Schools

Enrolment Proceedings

In the view of school managements the current system enabling students to file three applications causes needless organisational and financial burdens for schools and in the majority of cases it is not favourable for students either. The change of the smoothly functioning system to the new one presented as extended options for pupils when selecting a secondary school has not brought about any benefits. On the contrary, it entailed uncertainty both for schools and, in the majority of cases, also for students. Head teachers found it difficult to estimate how many students would actually start to study at their schools and as they assumed there would be problems they evaded legal regulations and issued a higher number of positive decisions on enrolment than their real capacity was in the 1st round. In many cases they had to remedy the situation by themselves. Mainly in large conglomerations with high numbers of prestigious schools it was typical that pupils who had above-standard results at BSs were not admitted to any school in the 1st round since the majority of schools did not organise enrolment examination and the main criterion was only classification from a basic school.

As a result of the competition for students in a situation when supply exceeds demand the majority of schools (with the exception of six- and eight-year SGSs) do not organise enrolment examination. Schools usually do not set a qualitative threshold for admitting students but they enrol all students in sequence according to their marks from BSs regardless of their study prerequisites.

School-Leaving Examinations

When the inspectors of the CSI attended some school-leaving examinations they found that the course of preparations for the reformed school-leaving examinations arouses strong disapproval in schools. The most frequent reasons for such disapproval were as follows: the duration of the preparation; the financial requirements of the project at a time when schools are struggling with a lack of funds; permanent changes and postponements; a very complex implementing legal regulation; inadequate delegation of responsibilities and duties to head teachers and teachers; and the training system of teachers. Many involved parties consider the “state school-leaving examination” to be useless as it is not systematically incorporated into the education system of the Czech Republic (links to tertiary education are lacking). They also think that the school-leaving examination alone taken in this form cannot enhance the level of educational results.

Framework Education Plans for Secondary Education

The CSI analysed the FEP SE and documents concerning individual areas of education. The analytical study points to a very different concept of secondary education in SGSs and other secondary schools presented by the main researchers. The FEP for SGSs is different not only in terms of form but its areas of education are built in a different way, thus creating barriers between the FEP for STE and the FEP for SGSs in general educa-