

system of school counselling and prevention of risky behaviour. Moreover, the Czech School Inspectorate also investigated preserving equal opportunities in access to education; support for pupils with SEN and gifted pupil and monitored communication between all participants in the educational process. In the secondary technical schools, the Czech School Inspectorate controlled conditions, course and results of education. Other monitored areas included support given to the development of skills of students, ICT conditions, language and other literacies and emphasis placed on health education. The inspectors also assessed adaptation and preparation of students for the first year of secondary education. Attention was also paid to overall results of the pupils and preparation for the final exams both for the matura exam and the vocational certificate.

## Summary of Inspection Activity

### Positive Findings

- *Continuing modernization of technical backgrounds of secondary schools. Improvement in the quality of ICT equipment and regular use of these devices in the classroom (computer labs, overhead projectors, laptops and tablets). The use of electronic and information equipment to keep documentation (electronic class book, school register, registration of outcomes of pupils' education with remote access for their legal representatives).*

Improving the hardware and software equipment of schools allows a wider use of computers by teachers and pupils in teaching and learning. In this area, a very positive part was played by the project EU money to secondary schools which helped a lot of schools improve their computer and presentation equipment. It also helped the teachers who prepared digital teaching materials (DUM) as part of the project. Inclusion of these materials helped change methods of work in favour of methods based on active participation of students in the learning process.

- *Obtained funding from the ESF had a positive impact on the conditions and the course of education. Schools participating in the project mostly focused on supporting the teaching of foreign languages, the use of information and communication technologies and the development of science and technology education.*
- *A significant number of pupils and teachers took part in exchanges, internships and study visits to other schools and organizations both in the Czech Republic and abroad, which contributed to raising the professional level and language skills of the participants.*

For the development of expert and language skills of pupils, schools organized internships and fellowships. Pupils from 25.7% and teachers from 27.7% of different fields of secondary schooling went abroad to broaden their practical skills. 62.3% of these pupils' stays took place abroad and 44.6% at foreign businesses. 70.2% of the teachers' internships were also carried out abroad and 37.2% of them were realized at foreign businesses.

- *Developing partnerships with employers, with primary and other secondary schools and universities, with professional associations and guilds, with the cities in which the school operates - had a positive impact on the course and conditions of education (e.g. joint projects, providing practical training, organization of competitions, organization of lectures and seminars, providing information about the situation on the labour market, training of teachers in new technologies).*

Nearly 98% of secondary schools were active in some form of a partnership.

Cooperation with other secondary and primary schools, the founder and local businesses seems to thrive. Schools are also often engaged in social and cultural life at the level of their municipalities and regions. An important part of relationships was also formed by bilateral cooperation with non-governmental organizations. The least frequent form of cooperation is cooperation between secondary schools and research institutions (only 17.7% of the evaluated schools). Moreover, it is becoming increasingly common for secondary schools to be involved in international projects and programs, which were dominated by joint projects with partner schools abroad. These forms of cooperation also encouraged mobility of students and teachers and participation in international competitions and field trips. Furthermore, successful cross-border cooperation of schools with a similar focus was observed in border regions of the country.