- *Teachers of vocational training secondary schools also fail to use cooperative forms of teaching.*

- *Inclusion of self-assessment and peer assessment of pupils is still only exceptional, despite their vital importance for the development of pupil's personality.*

- *High pupil absence (excused and unexcused), particularly in vocational education with no school leaving exam (maturita) is negatively reflected in the results achieved during the pupils' training as well as in the school completion rate. Measures that schools in many cases apply (restrictions or learners' motivation in the form of scholarships or various financial contributions tied to attendance) do not help solve the adverse situation.*

- *Low internal motivation of pupils and little interest in the progress and outcomes of education from legal guardians of students especially in vocational programs. All these are associated with the high rate of school failure and dropping out of school.*

Recommendations for Secondary Education

- *Create groups of framework educational programs in similar fields of education and modify their content in line with the state of technological development and knowledge.*

- *Systemically enable and support forms of secondary education aimed at simultaneously achieving secondary education with an apprenticeship (vocational) certificate and vocational (technical) secondary education with the maturita exam.*

- *Systematically support forms of further teacher training designed to develop professional and subject didactics, practical use of modern teaching aids and education of pupils with special educational needs.*

- *Provide systematic support to head teachers focused on management competence and also on personal development.*

- *Reduce capacity of schools (-25%), which in the medium and long term stands no chance of being filled.*

- *Ensure systemic financial support for realization of the uniform final exam at vocational schools.*

- *Expand cooperation between schools and employers in implementing practical teaching - expert practice, on spot training and the use of experts for improving teaching new technologies, work practices and trends in the various educational fields.*

- *Use of an electronic platform InspIS ŠVP for creating and modifying school educational programs; InspIS SET for formative and summative assessment of pupils and school self-evaluation, and InspIS PORTAL for communicating with the public.*