

employees interviewed at the primary schools had similar opinions with respect to their rankings of key indicators used to evaluate the atmosphere at the schools. The 'open communication' indicator received a slightly more positive ranking at the 1st primary school level. Based on responses from more than three-quarters of the employees questioned at both primary school levels, the atmosphere at their schools was characterized as being one where there was an open feeling of communication with the school respecting the needs of its students. Primary school teachers – especially the newer teachers – were more critical in terms of rating the students' level of involvement in the running of the school – e.g. a functioning student government organization was found at 42% of the inspected schools. The schools are trying to promote an atmosphere of tolerance and collaboration between the students in the classrooms.

The general mind-set of the teachers and their motivation to continue pursuing the teaching profession is being negatively affected by their personal feeling that the public considers the teaching profession to be not a very prestigious type of career. Nearly two-thirds of those teachers participating in the inspections felt that a higher level of compensation would resolve this issue.

The education of special need children and students was a topic included in the future concept plans of 95% of the inspected primary schools (i.e. both special schools that specifically cater to such students, as well as schools that integrate these students into the general school population either on an individual or group basis). A growing number of schools are starting to employ either a teacher's assistant or a personal assistant. The situation seems to be satisfactory in terms of the continuing education of teachers who cater to the needs of students with special educational needs. When it comes to the availability of compensatory and re-educational tools at the schools, the inspectorate also found no substantial deficiencies.

In designing their school educational programmes and when implementing these programmes, teachers often used the support of the local school counselling centres. There is a growing tendency to individualize and differentiate the teaching process and more than 90% of the inspected schools used appropriate means of support to teach students with special educational needs.

In 99% of the inspected primary schools, the collaboration between the parents of children with a handicap and teachers at the 1st primary school level was rated as 'very good' or 'exemplary'. The evaluation of the results achieved by students with special educational needs continues to be one of the problematic areas. Especially at the 2nd primary school level,