

such students represent less than one percent of the respective student body. The administrators of the inspected secondary schools often stated that they either don't provide services to such students; or, they treat situations in which they have a student with special educational needs on an individualized basis. The care for these students usually consists of various types of specific measures that are put in place as necessary. Only rarely have the schools included the issue of educating students with special educational needs into their concept plans. The existence of individual educational plans was discovered in less than one-third of the inspected schools and the existence of modifications or additions to these plans was even less frequently encountered. The results achieved at secondary schools in the area of educating students with special educational needs are not being systematically evaluated either positively or negatively.

Based on the results of interviews conducted with selected groups of secondary school employees, it is clear that the primary factors behind the positive atmosphere found at the schools was the pleasant working environment, and the personal support which most (two-thirds) of the respondents found in their family environment.

The managers of secondary schools, the specialists and beginning teachers also understand and respect the fact that a pleasant working environment can't exist without an atmosphere of mutual respect on the part of teachers and students and without respect for the educational needs of the students. When it comes to the issue of financial compensation and related resources, they seem to be unanimous in their criticism of the existing circumstances. They would like to see more prestige accorded to the teaching profession. More than half of the questioned employees believe that the fact that their profession lacks prestige in the eyes of the public has a negative impact on the climate at our secondary schools.