

Teachers in preparatory classes had good guidance for their instruction and received specific guidelines in the form of handbooks or on CDs. The curricula of preparatory classes were incorporated in education programmes, which included specified fields of education and corresponded to the abilities of the children. A number of schools used an option resulting from their involvement in projects and appointed an assistant to the teacher in their preparatory classes. The activities of assistants were carried out in compliance with the relevant legal regulations. The majority of pupils who had completed preparatory classes started to attend 'common' basic schools; however, some of them did not commence compulsory school attendance for unknown reasons even though they were registered in the relevant basic school.

The majority of schools with low numbers of socially disabled pupils or with unclear identification of this group support them more or less intuitively. This means that such schools have not incorporated the issue of the education of the socially disadvantaged pupils in their school education programmes (or have included such topics only formally), they have not specified any strategy, the division of competences and responsibilities is missing, and schools are not involved in specially focused projects. Teachers in these schools, as a rule, had not participated in training courses which targeted the area concerned.

The course and results of the education of socially disadvantaged pupils in individual basic and secondary schools differ substantially. The results relate not only to the aforementioned deficiencies but also to the degree of social disadvantage. A comparison of educational results (average absence, the overall mark, repetition of school grades) of socially disadvantaged pupils with other pupils is detrimental for socially disadvantaged pupils. An exception is represented by the preparatory classes of basic schools, which prepare children for their compulsory schooling well. In some preparatory classes socially disadvantaged children whose compulsory school attendance was postponed (Section 37 (4) of the Education Act) represented a majority.

A.1.3 Support of Exceptionally Gifted Children and Pupils

These are primarily artistic schools which make the strongest effort to identify gifted pupils, since such schools are, by their focus, predetermined for talented pupils with specific creative skills. Artistic schools are followed by secondary general schools (gymnazium). Although pupils come to secondary general schools after the previous selection according to their intellectual skills only 58% of such secondary schools endeavoured to identify gifted pupils (for more details see Diagram 3).

In their school education programmes 80% of the visited kindergartens incorporated the strategy for the development and education of each individual to the extent of their capacities. Targeted individualised care for gifted children is, however, implemented in less than one third of schools. Individual development of a child was not unambiguously defined in one tenth of kindergartens and the remaining kindergartens did not have this option identified in their school education programmes at all.

Of the total number of basic schools visited 70% of schools specified instruction for exceptionally gifted pupils in their school education programmes, but 13% of schools did not highlight this option at all. The approach towards gifted pupils was not well clarified in the remaining 17% of schools. As regards the six- or eight-year secondary general schools (gymnazium) visited 4% of them did not define instruction for gifted students at all. Other schools support a differentiated approach towards exceptionally gifted students.